TRAINING IN EXTENSION EDUCATION

A Guide Developed by Instructors

Extension Training Centres and Home Science Wings

All-India Work Seminar

HYDERABAD

JUNE 1—12, 1959

Directorate of Extension

Ministry of Food & Agriculture, Government of India

New Delhi

"It is not man's knowledge of Technology alone, but what he does with it, that is of transcending importance."

J. P. L.

Distributed to participants of All India Work Seminar at 11 a. m., on June 12, 1959.

C.D 244
161

FOREWORD

By 1963 about 50,000 "Gram Sevaks" and over 10,000 "Gram Sevikas" will be working in the villages forming the link between the villagers and the government departments. Upon their ability and skill will depend the success or failure of the field Extension work to bring about technological improvements in agriculture and all-round development in the villages. Such skill is initially acquired through the training imparted to them in the Integrated Extension Training Centres which have thus a tremendous responsibility with regard to the economic development of the country. Consequently, the quality of teaching in these institutions, which in turn will depend on the calibre of the teachers and the methods and techniques used by them to impart training most effectively is of paramount importance to the Nation. The All-India Work Seminar was organised to acquaint the Principals and Instructors of the Extension Training Centres with the latest methods and techniques used in training in order to raise the standards of teaching in these institutions.

(J.V.A. Nehemiah)
Extension Commissioner
to Government of India.

C O N T E N T S

Page No

Foreword

Introduction 1

PART I - DIGEST OF LECTURES

Education in Community Development
Dr. J. Paul Leagans 3

Philosophy & Principles of Extension
Dr. H.W. Butt 10

How farmers accept new ideas
K. Venugopal 15

Result and Method Demonstration
Miss Ellen L. Moline 20

Process of Classroom and Extension Teaching
Dr. J. Paul Leagans 24

Developing village programmes
Dr. H.W. Butt 34

Principles of learning and teaching
K.Venugopal 40

How to give a talk ... Miss Ellen L.Moline 44

Group leadership and methods
Dr.H.W.Butt 46

Effective use of library-K.Venugopal 53

Effective use of visual aids
Miss Sybil D. Bates 56

The Communication Process
Dr.J.Paul Leagans 63

Methods and techniques of evaluation

Responsibilities and opportunities of Instructors K.G.Bhandari 76

Effective techniques of conducting a class K.G.Bhandari 80

Preparation of course outline and lesson plan Dr. M.P.Singh 84

Making practicals educational G.S.Baweja 89

Effective use of syllabus Dr. M.P.Singh 96

Youth points the way B.R.Raisinghani 107

PART II - WORK GROUP REPORTS

WORK GROUP I Result & Method Demonstration 111

WORK GROUP II Use of library 121

WORK GROUP III Course outline and lesson plan 126

WORK GROUP IV Developing village programmes 134

WORK GROUP V Visual aids 144

WORK GROUP VI Evaluation of VLWs 149

WORK GROUP VII Philosophy & Principles of Extension 155

WORK GROUP VIII Principles of learning and teaching 160

WORK GROUP IX Practicals 167

WORK GROUP X Conducting a class 175

SEMINAR STAFF 183

PARTICIPANTS 185

. . .

INTRODUCTION

Dr. J.C. Ramchandani

Director of Extension Training

As a result of the recommendations of several National level conferences on the improvement of quality of training in the training centres, it was proposed by the Directorate of Extension, under the Second Five Year Plan, to establish four regional Extension Education Institutes, where Principals and Instructors of Training Centres could be trained in Extension Education.

Under the scheme, about 1,150 Principals and Instructors had to be trained and on the basis of four institutes established immediately and about 100 trainees trained each year per institute, it would have taken minimum three years to train all of them. By that time all the gramsevaks and gramsevikas would have completed their training without deriving any benefit from trained teachers. To overcome this difficulty, it was decided to train all the Principals and Instructors at ten short work seminars of eleven days duration in Extension Education and Teaching Methods with the objective to provide a learning experience leading to an increased understanding of class room and extension teaching processes and how to operate an Extension Training Centre most effectively. Keeping this in view, the best available team of experts in the country on Extension Education was assembled to assist with the seminar.

This is the fourth work seminar of its kind in which Instructors from almost all the Training Centres have participated. After the inaugural address by Shri C. Narsimhan, I.A.S., Additional Development Commissioner and Secretary Planning, Andhra Pradesh, the scheduled programme started. The plan of operation of the work seminar was so designed as to meet the special requirements of the topics for ten work groups which were the hub of the seminar. Each group had an Instructor as leader and worked under the guidance of a Consultant. The entire mornings were devoted to lectures by experts and entire afternoons to group study and analysis. The material for group thinking on assigned topics was provided

by the morning lectures, advice from Consultants, reference books in the library and wide experience of Instructors.

The reports of the ten work groups were presented to all participants on the last two days. The participants expressed much satisfaction and felt that they had benefited greatly from this work seminar. This training, they thought, will have considerable impact on the training of gramsevaks and gramsevikas.

This handbook represents the considered judgment of many field workers, expert lecturers, Instructors and the staff of the Directorate of Extension. It will be noticed that the material is not in the form of recommendations, but rather it consists of suggested methods, procedures and techniques for improving the quality of training in the centres.

This summary record of the proceedings of the work seminar should be useful as a reference handbook. Readers should recognise, however, that it is not intended to be a finished product in either content or editorially. The material is intended, therefore, only to represent the kind of thinking done by the groups. It is recommended for careful reading and study by all extension workers and specially Instructors.

The staff of the Directorate of Extension acknowledges with thanks the great contribution to the success of the seminar by the officers of the Government of Andhra Pradesh; the Vice Chancellor and staff of Osmania University. Many other experts from various States and institutions whose names will be found in the following pages, made significant contribution, especially Dr. J. Paul Leagans of the Ford Foundation. It was the extensive cooperation of a large number of administrators, specialists and the effective work of about 85 Instructors from all parts of India that made the seminar both possible and successful.

. . .

EDUCATION IN COMMUNITY DEVELOPMENT*

Dr. J. Paul Leagans

The central force and controlling factor in India's Community Development National Extension Service Programme is Education. Education in any form, defined simply, is the production of changes in human behaviour. The kind and extent of changes in people's behaviour resulting from their participation in educational activity, therefore, is the sole criterion by which the success of the programme must ultimately be judged.

You at this institute are engaged in a great educational undertaking and are here to learn more about it. The most important aspect of education is that it involves learning. Your central commitment, therefore, is to promote learning. Learning helps people to self-attainment. You are engaged, then, in the business of "helping people learn how to help themselves". Since your means for attaining these ends are educational ones your true objectives can only be accomplished to the extent that you are able to bring about changes among people in:

a. What they know -- their knowledge
b. What they think and feel -- their attitudes
c. What they can do -- their skill
d. What they do -- their action

Now, it is some of the central elements in the educational process that I was asked to help you consider during this period. We will identify and examine four basic elements of the educative process; namely:

1. Man himself
2. Man's environment
3. Devices created by man to improve himself
4. Relationship between these elements

---

* Presented by Miss E. Moline.

I. A view of Man Himself

To make man realistic, suppose we call him Shri Indian Villager. Here are some of the things you must see when you look at him.

A. You must see the villager as an individual human personality with many inherited traits, tendencies and capacities that create forces which tend to shape what he thinks, what he does, and how he does it. You must see him as an independent unit in a social and economic system. You must see him influencing this system and being influenced by it. You must see him with a personality, the nature of which is the product of his inherited traits shaped by influences exerted on him by forces in the environment in which he has existed. You must see this individual personality as one capable of independent action, as well as group action.

B. You must see the villager with a brain. This is one of the most wonderful and most complex mechanism in the universe. It is to this day the greatest mystery man faces. His brain has capacity to learn, to think, to reason, to understand, to remember, to judge, to decide and with a number of other important traits. You must see this instrument as the central system that controls his behaviour. We must recognize, and remember as educators, that changes in the mind of man must always precede changes in the actions of his hands.

C. You must see the villager with a heart. Like his brain, this is one of man's most wonderful and essential organs. What is it like?

1. It has great capacity to feel various emotions including love, hate, confidence, fear, sadness, happiness, resistance and acceptance. These are kinds of emotions that all people experience. They are expressions of attitudes or tendencies to accept or reject things. Attitude is the most potent force in determining man's behaviour when he is free to act as he chooses.

2. It desires to resist such acts and conditions as innovation, imposition, poverty, disease, ignorance, strangeness, scorn, force and unfriendliness. These traits tend to be common in the hearts of man. An understanding of their role in determining his behaviour is crucial to effective educational approaches.

3. It desires to improve knowledge, skills, food, clothing, home, family, health, income, creativeness, friendship, independence, leadership, usefulness, and in a number of other ways.

All of these traits tend to be common in the hearts of all men. The intensity or strength with which they exist in different people varies widely, but their existence is constant. These items are highly significant in forming educational approaches. They represent some of the basic objects at which appeals for change can be aimed with good change of success.

D. You must see the villager with physical power and skill. The physical power man can exert per pound of his weight is near the top among all animals. This ability is not only the result of his physical toughness and durability, but of his ability to apply his power effectively. The physical skill man has, and is capable of developing, is nothing less than marvelous. To be convinced of this, one needs only to observe the performance of a great athelete a great musician, a great medical surgeon or an artist with brush in hand.

E. You must see the villager with great capacity for developing himself. We have said that man has great brain power, emotional power, and physical power. These are always capable of development to a high level of performance if properly trained and motivated. From the standpoint of education, man's potential for attainment is yet unknown. The capacity of man to develop himself is the most fortunate characteristic of the human race. His ability to improve himself is the primary difference between man and the lower species of animal. Man's progress is highly related to his education. So, with education, man does not have to exist over time in a

state of poverty, ignorance, and disease. He has within himself inherited traits and capacities to lift himself from the depths of these inhuman, unnatural conditions to levels of economic well-being, literacy and health in keeping with man's intended status on the universe. He needs only to be encouraged and shown the way.

All of the foregoing characteristics, traits, desires, forces and capacities of man are the result of his inheritance as modified and shaped by his environment.

The speed with which man makes progress and the extent of progress he makes depends largely on (1) his ability, (2) the determination generated within his heart and mind to improve himself, and (3) the conditions in his environment that discourage or encourage his development.

II. Man's Environment

The second major element involved in the educative process is the environment in which man lives. We said earlier, that man is the product of his inheritance as shaped by the environment in which he has lived. Every human being finds himself existing within an environment that ex-erts control over his behaviour. Man is rarely, if ever, in position to act just as he chooses. This is so because he is a social being and consequently has concerns for the elements in his environment, including other people.

The items found in the environment of people vary, both in form and degree. They are created largely by nature, but some are created by man himself, if not by design, by default. Some of them are easily modified or overcome; others are very difficult to change. Some are advantageous to man and do not need modification; others serve to his disadvantage and must be modified or adjusted in order to make progress. It is with those forces imposed on man by his environment that hinder progress that he must be concerned. Regardless of his economic and social conditions, there are usually external forces in his environment that he must learn to deal with and overcome to survive and

make progress. So, just as there are internal forces coming from man's inheritance that tend to determine his behaviour, there are external forces coming from conditions in his natural environment that tend to control what he does and how he does it.

III. Man-created Forces for his Own Improvement.

This group of forces represents the third major element in the educative process. Since Independence and especially since 1952, many additional trees have been grown and added to the forest in which Indian villagers find themselves today. These trees have been supplied through the creation of the Community Development - National Extension Service Programme and related activity. These additional forces represent those created by man for the purpose of promoting his own development. In the villager's view these forces tend to further complicate his problem, way of life and his way of making a living for himself and his family. They sometimes make him uncertain of his action and position. This is so because they place before him alternative courses of action and, therefore, place him in the disturbing position of having to make decisions about what to do - whether to accept the new or continue with the old ways of thinking and doing. These forces are of course, created for his own improvement by his national leaders, but he often finds their use questionable. He sometimes looks upon them in hazy light if not in almost total darkness. What are some of these man-created factors now added to the villager's environment that exert additional forces on him?

IV. The Way Out

After our attempt to analyse the three basic elements of educative process; namely, man himself, man's environment, and devices created by man to improve himself, let us now turn to a very significant question. Are there ways out of the deep, dark and complicated position in the forest of life for Shri Indian Villager? If so, what are they? Are there rays of light for him? If so, what are they, and what must he do about them?

Extensive research and large bodies of cumulated experience related to man's behaviour and the educative process has provided us with a number of highly valid and useful guides. Anyone attempting to teach people

must understand these if he is to be effective; they have universal application; they are basic principles. Some of these fundamental guides which all educators find useful to understand, and to be continuously aware of, are the following:

1. Man everywhere is in a constant state of attempting to create and maintain a satisfying adjustment between internal forces created by the human desires, traits and capacities he inherited, and external conditions and forces imposed by his environment, both natural and man-created.

2. Man is constantly out of adjustment in certain ways with the forces in his environment. Usually he is not in a Utopian situation. He rarely, if ever, is in complete harmony with his environment. He probably always has problems. There is usually some conflict situation existing between internal forces represented by feelings, desires, capacity, and external forces with which he must deal.

3. To the extent that man's inner forces are out of adjustment with outer forces in his environment, he has needs. Indeed, this is the source from which people's needs emerge. Man's needs are represented by the gap existing between what is and should not be, and what should and can be in his situation.

4. Man's attempts to narrow, or close, the gap between his inner drives and the conditions imposed on him by his environment represent, in true form, his real struggle for survival and improvement economically, socially, aesthetically and morally.

5. To help man narrow, or close, this gap is the true objective of the educator, with education as his tool. It is changes in what people know, what they believe, what they can do and in what they actually do that holds the key to progress.

6. Permanent change in man's behaviour comes only from within; it cannot be successfully imposed from without. This requires education. If changes are to be sound socially, permanent physically and enduring

educationally, they must emerge from people's own decisions to act and result from their own effort. Internal changes in the knowledge, understanding, desires, feelings and capacities of people must precede outward expressions of changed ways of doing things for their own improvement. In short, changes in the mind of **man must precede changes in the actions of his hands.**

7. Man is endowed with internal desire for improvement. He needs only to be shown the paths clearly and convincingly and helped to gain the necessary skills to travel them.

8. In the process of adjustments between internal desires and external forces, man tends to be concerned with his biological, economic, social and aesthetic needs in that order, with moral values pervading and influencing both the form and content of the entire process.

9. External stimuli must be created by man himself, designed for and used to promote his progress. Historically, in societies without man-invented institutions and forces for the application of external stimuli in the direction of economic and social improvement, progress in these directions has tended to be slow, or almost non-existent. For example, India before Independence. In contrast, societies with effective man-created agents of change have tended to progress comparatively rapidly. For example, India since Independence, and particularly since the creation of the Community Development National Extension Service Agency.

From these facts, it is clear that in democratic societies man-created agencies of education to promote his own economic and social progress are necessary to accelerate his development. These institutions then, must aim at the single purpose of bringing to bear on the people through educational means, and with their participation, external stimuli designed to activate the smoldering powers of people and to guide their aroused natural internal forces in an attack on needed economic and social improvement.

...

PHILOSOPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES OF A SUCCESSFUL EXTENSION WORKER

Dr. H.W. Butt

What is Philosophy?

Philosophy is defined as "the knowledge of the causes and laws of all phenomena, the collection of general laws and principles - a body of principles underlying human activity."

What is Extension?

The term "Extension" is comparatively a new term to us in India - It originated in the U.S. where it grew out of a historical situation during the days of Abraham Lincoln. This created the basis of the system of Land Grant Colleges.

Extension work in the U.S. is largely the result of the working together of two great forces -- Agriculture and Education.

Extension work is then "an out-of-school system of education" where both young and old learn by doing.

It is a partnership between the government, the land-grant colleges and the people, which provides service and education designed to meet the needs of the people.

The fundamental objective of extension is the development of the people.

Extension Service in India

The practical service of extension which we are building is different from the extension work in our countries. It has to meet the particular needs and to suit the character of our country.

Extension in India was started when great changes were taking place. We must try to find out what it can offer towards solving the problems of India. How can it be modified to fit into rural India? Extension faces a large task.

Existing situation.

a. population pressure
b. low income per capita
c. heavy burden on agriculture
d. subsistence living
e. Indian villager not "backward"
f. Indian villager not "ignorant"
g. Desire for change
h. Superstition, custom and tradition
i. Firmly established net-work of culture patterns.

Peculiar setting:

1. Extension faces a large task.
2. It will have to assist at the birth of a new life for Indian villages.
3. Change will have to be gradual - it should not disturb the culture pattern too suddenly.
4. Mental security of the villager should not be endangered.
5. Extension has to first create a demand for its services.

Philosophy of Extension in India:

Extension is Education. Its purpose is to change attitudes and practices of the people. The development of the village family in its relationship to the village should be the guiding philosophy of Extension work.

Extension in India means:-

1. Education for all village people.
2. Changing of attitudes, knowledge and skills of the people.
3. "Helping people to help themselves."
4. "Learning by doing" and "seeing is believing."
5. Inspiring people to achieve their desires by working out ways to satisfy them.
6. Working with men and women, boys and girls.
7. Development of the individual in his everyday life.
8. Working in harmony with the culture of the people.
9. A two-way channel - it extends scientific information to the village people - it also takes the village problems for research.

II. Basic principles of Extension Education.

What is meant by Education?

Education has been defined as "production of desired changes in human behaviour - production of desirable changes in knowledge, skills and attitudes, either in all or in any one of them."

1. Knowledge or things known
2. Skills or things done
3. Attitudes or things felt

Little attention has been given to changing attitudes. Changes in attitude occur:-

a. as a nátural result of changes in age levels.
b. as a result from assumption of new responsibilities.
c. change in status.
d. personal or national crisis.

Concept of the educational process

Man is a living creature and has needs. A "need" implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be."

Two kinds of needs:

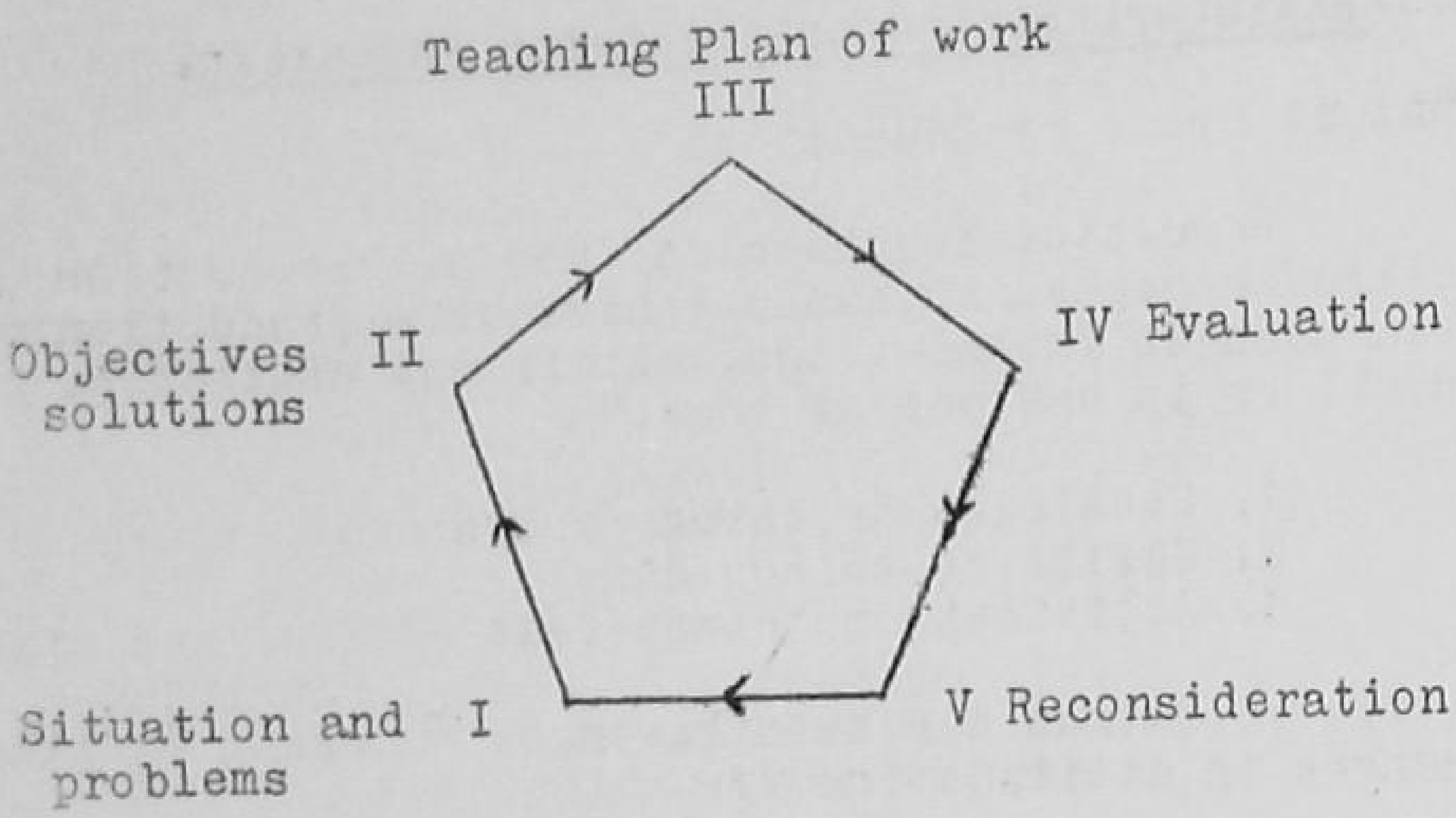
1. Felt or recognised
2. Unfelt or unrecognised

What ought to be Goals or objectives

Gap { Need

Situation / What is / Status - quo

The concept of Extension Educational Process according to Professor Leagans indentifies five essential phases :



I. Analysis of the situation - - facts interests, educational needs.
II. Objectives -- general and specific
III. Teaching plan of work -- content, methods and techniques.
IV. Evaluation of the teaching -- to what extent the objectives have been reached.
V. Reconsideration -- after evaluation -- review of previous efforts.

Planning, learning and evaluation are taking place continuously in varying degrees, throughout all phases of extension activities.

Some guiding principles for the application of Extension Education:-

1. Extension work is based on the felt needs of the people.
2. The programme of Extension should not be stereotyped - Needs differ from village to village from block to block and from State to State.
3. Extension work should be in harmony with the culture and understanding of the people.
4. The extension worker must have an attitude to:-

    a. learn from the people
    b. work with all classes of people
    c. actually participate in the demonstrations
    d. accept frankly that he does not know when he does not have the answer

III. Qualities necessary for a successful Extension Worker:

1. Skill in human relations
2. Ability to plan
3. Ability to organize people and things
4. Skill at communication - power of expressiom
5. Skill at inquiry.
6. Ability to provide learning experiences to teach.
7. Ability to clarify objectives and state them so they are useful in guiding extension activity.
8. Compassion in action.
9. Ability to evaluate.
10. Initiative.
11. Tact.
12. Courage
13. Friendliness
14. Integrity.

. . .

HOW FARMERS ACCEPT NEW IDEAS?

K. Venugopal

Extension workers are often faced with some questions. These are:

(1) Where do most farmers get their new ideas?

(2) Some farmers accept new ideas and put them into practice faster than others. Why?

(3) In some villages all the people seem to accept new ideas quickly and in others nearly all the people are slow to take to things. Why?

(4) Some ideas are accepted more rapidly than others. Why?

(5) The same or similar ideas are rejected or accepted slowly at one time but rapidly at another. Why?

Answers to some of these questions may be found, if the extension workers understand the process by which farmers accept new ideas. This process is known as the 'Diffusion Process'.

I. STAGES OF THE DIFFUSION PROCESS

The 'Diffusion Process' is not simple. It is not an unit act. It is a complex one and involves a scheme of thoughts and actions. It can be broken down into five stages as follows:

1. Awareness: At this stage the individual learns of the existence of the idea or practice, but has little knowledge about it.

2. Interest: At this stage the individual develops interest in the idea. He seeks more information about it and considers its general merits.

3. Evaluation: At this stage the individual makes mental application of the idea and weighs its merits for his own situation. He obtains more information about the idea and decides whether or not to try it.

4. Trial: At this stage the individual actually applies the idea or practice, usually on a small scale. He is interested in how to apply the practice; in amounts, time and conditions for application.

5. Adoption: This is the stage of acceptance leading to a continued use.

The first three stages can be grouped under 'mental trial' and the other two under 'physical trial'. These steps are highly generalized ones. They are influenced by cultural differences and social systems. At any stage, the recommendation can be thrown off. There can be jumping from one stage to another. If the farmers have faith in the worker and his recommendations, they may jump from 'evaluation' to 'adoption'.

II. SOURCES OF INFORMATION

An integral part of the acceptance process is the communication of information at these various stages. Information is communicated through various channels, which may be generally classified as:

a. Mass media (News papers, magazines, radio, circular letters etc.)
b. Government agencies
c. Neighbours and friends
d. Salesmen and commercial dealers

The influence of the above channels of communication at the various stages is as follows:

1. At the "awareness" stage

   a. The people first become aware of a new idea through mass media;
   b. The second important source was Government agencies;
   c. The third most important source was neighbours and friends;
   d. The least important source in making of people aware of new ideas was salesmen and dealers.

2. At the "interest" stage

   At the interest stage sources of communication follow the same pattern as at the awareness stage.

   a. Mass media again rank first;
   b. Government agencies take a second place;

      These are closer to one another.

   c. Neighbours and friends at the third;
   d. The salesmen and the dealers are the fourth;

      These are not very important.

3. At the "evaluation" stage

   At the evaluation stage there is a change in the priority of the communication sources.

   a. The most important source is neighbours and friends;
   b. The Government agencies rank second;
   c. Mass media rate a third;
   d. Salesmen and dealers are as usual the fourth.

4. At the "trial" stage

   At the fourth stage -- the trial stage -- the priority of the sources of communication is as follows:

   a. Neighbours and friends;
   b. Government agencies -- If change is complex, this will rate high;
   c. Mass media;
   d. Salesmen and dealers -- The effect of these increases, if the change is simple.

5. At the "adoption" stage

   The priority is more or less the same as in the 'trial' stage. But, it is satisfaction that plays an important role.

III. COMPLEXITY OF IDEAS

Rate at which individuals go through various stages of 'Diffusion Process' varies to a great extent on the complexity of the idea involved. The ideas are classified into four different categories:

1. A simple change -- This is a change in materials such as increasing the use of fertilizer from 100 lbs. per acre to 200 lbs.

2. Improved practice -- This involves a change in technique. An example would be switching from broadcasting fertilizer to proper placement.

3. Innovation -- An innovation is a change which involves not only a change in material but also a complex change with regard to its use. Example: Use of hybrid corn.

4. Change in enterprise -- This involves many innovations. An example, is a change from a diary herd to a beef cattle herd.

IV. DIFFERENCES AMONG INDIVIDUALS

(1) Innovators: The first people to adopt a new idea are innovators. They adopt ahead of other people. A community may probably have one or two innovators.

(2) Early adopters: They are younger than those who have a slower adoption rate but are not necessarily younger than the innovators. They have a higher education than those who adopt more slowly. They participate more in the formal activities of the community. They also participate more in Government programs. They read papers and magazines and receive more bulletins than people who adopt later.

(3) Early majority: The people in this category are most likely to be informal leaders. They are not elected to their position. Other people receive their opinions. These people tend to associate mainly in their own community. They value highly the opinions, their neighbours and friends hold about them, for this is their main source of status and prestige.

(4) Majority: Those in this group have less education and are older than the early majority. They form the major part of formal organisational membership. They take and read fewer papers, magazines and bulletins, than those of early majority group. They do not participate in as many activities outside the community as do people who adopt earlier.

(5) Nonadopters: They have the least education and are the oldest. They participate least in formal organisations.

V. CONCLUSION

It has been pointed out in the foregoing that there are:

(1) five stages in the adoption of an idea when it is carried through a practice;

(2) four information sources which have influence at the different stages in the 'Diffusion Process'; and

(3) four types of adopters plus the nonadopters.

. . .

RESULT & METHOD DEMONSTRATIONS

Miss Ellen L. Moline.

The methods or techniques selected by the village worker are an extremely important matter. Which one to choose cannot be answered positively. Each has its particular values and limitations. Combinations of seeing, hearing and doing are better than just using one of these factors. Some subject matter lends itself better to one method than another. In selecting methods the Instructor must consider.

1. The audience - the people.

   a. age b. education
   c. income d. sex
   e. background f. etc.

2. The subject matter:

3. The ability of the worker in using a particular technique or method.

This choice of methods should be the result of continual search to find the methods which bring about the results desired. An evaluation of results will help in the decision about which methods to continue, or how to go about strengthening those partly successful, or which ones should be discontinued.

<u>The Result Demonstration</u> is one of the most effective ways of communication because it is practical. A result demonstration is a method in which seeing, hearing, doing are involved in applying research findings already established as successful. Proof that this new practice is successful is there for everyone to see. Result demonstrations are not confined to agricultural practices alone, but include health, home and community practices also.

<u>Comparison</u> is an essential ingredient. The control must be beside the improved one so it can be seen easily. This comparison may be a single practice such as growing in lines versus broadcasting, or using a fertilizer versus using no fertilizer or a kitchen with a smokeless chula versus one with the old chula or a child who has been given milk versus one who has not. By adding one other factor, or two other factors to any of the above, the

demonstration becomes more involved, the factors become more involved, the factors become more difficult to distinguish. The choice of how many factors to use in one plot depends upon the ability of the villager to comprehend what is being shown(taught). Simple clear-cut result demonstrations, from a teaching point of view, are most desirable.

Effective result demonstrations must be very carefully planned:-

1. Preliminary plans made.

   a. Decide exactly what is to be accomplished.
   b. Get all the information possible about the practice to be taught.
   c. Talk it over with the village people. Let them help plan and make the recommendations.

2. Selection of the Site

   a. Should be one where many people going by can see, begin to wonder how this was done, begin to ask questions, and want to adopt the practice.
   b. Should belong to a respected citizen of average income usually, but on all levels of income (low, averages, high), if possible.

3. Make a complete plan of work on paper.

   State: a. Subject selected.
   b. Objectives stated.
   c. Who will do it.
   d. Where it will be done
   e. When it will be done
   f. How it will be done.
   g. How leaders will be involved.
   h. What staff will be involved.
   i. What people will be involved.
   j. Meetings to be held.

      i) Purpose.
      ii) Who will come
      iii) When - date and hour.
      iv) Results expected to be seen.

k. How it will be marked so village people will understand.
l. Publicity desired - new stories, radio, photos.
m. Records to be kept.
n. Evaluation of whole process.
o. Follow-up.

4. Visits to the Demonstration.

Visiting the plot often keeps the interest of the demonstrator high, keeps the eyes of others on the process also. Careful plans for these visits are necessary if the time spent is to be useful.

5. Follow - up.

Follow-up is designed to continue to keep the interest high, to see that supplies and services if needed are provided, that practices learned are continued so that it becomes a part of the thinking and planning of people.

Result demonstrations take a great deal of time, a great deal of planning and scheming. Weather, if it is a crop demonstration, may destroy the effect desired. People may not come when the demonstrations are not convincing. Result demonstrations, nevertheless, can provide a practical learning situation, which can have mass results such as no other method can provide.

Method Demonstration is one other effective means of communication. It is a "show how to do" device. A method demonstration is designed to improve an old skill, introduce a new skill or a new job. Some of these might be planting in lines, spraying to destroy insects, how to make a smokeless chula, how to sew on a button.

The learner watches (seeing)
The learner listens (hearing)
The learner is given an opportunity to do (doing).

In order that the teacher provides these opportunities for the learner, there are certain steps to be followed:

I. Planning

1. Objective desired stated exactly.
2. All information available collected and studied.
3. Step by step outline made of what is to be taught, how it is to be taught.
4. Points to be emphasized marked.
5. All equipment and materials listed.
6. All equipment and materials collected.
7. All illustrative material planned and made.

II. Rehearsing

1. Out loud.
2. Using all equipment.
3. In front of a mirror if possible.
4. Timed to fit time allowance.

III. Demonstration itself

1. Be sure every one can see and hear.
2. Arrange all equipment, supplies, materials.
3. Explain the purpose in simple words.
4. Show each step, slowly step by step.
5. Use simple words.
6. Emphasize the key points.
7. Ask for questions from step to step.
8. Distribute any material to be given.
9. Give opportunity for learners to do it.
10. Summarize what has been done.

IV. Follow-up Purpose

1. Repetition confirms the learning.
2. Results must be recorded.
3. Further plans for emphasis can be made.

In a method demonstration, many devices for learning can be used such as charts, illustrations, black-board and others. The value of the method depends upon the skill and sincerity with which it is presented.

Every trainee should have the opportunity and the challenge of giving at least three or more method demonstrations during the time he is at your training centre. Provide these opportunities for him or her.

THE PROCESS OF CLASS-ROOM* AND EXTENSION TEACHING

Dr. J. Paul Leagans

"To help people help themselves" is the central theme invariably purported to lie at the care of India's National Extension Service - Community Projects Program. It is by this criteria that the founders and current leaders of the movement suggest that its success must be judged.

To attain this objective requires education. Education requires learning. Learning requires teaching to make it most effective. Teaching requires special attitudes, knowledges and skills on the part of the teacher. These include knowledge of subject-matter, or what to teach and knowledge of and skill in educational process, or how to teach.

Each of you is a teacher. You are engaged in the business of training Village Level Workers who, in turn, have the task of teaching village people how to improve their conditions of living. This is a great and noble task. You should be proud to be a part of the movement. It is ways to improve your ability as a teacher that we will discuss during this period.

I. Some definitions

For one to understand the teaching process, he must first understand the meaning of key terms used in connection with the work of teaching. The following definitions are over-simplified, but are essentially correct and may be used as working definitions:

Education: Education is the production of desired changes in people's behaviour.

---

*Presented by Prof. Venugopal and Miss Moline.

Learning: Learning is the process by which an individual, through his own activity, becomes changed in what he does and how he does it.

Teaching: Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

More specifically, teaching consists of providing situations in which the important things to be learned are called to the attention of learners, their interest developed, desire aroused, and action promoted.

Teaching Methods: Teaching methods are devices used to create situations in which communication can take place between the instructor and the learner.

Learning Situations: A learning situation is a condition in which all of the elements necessary for promoting learning are present; namely, (1) instructor, (2) learner, (3) subject-matter, (4) teaching materials and equipment and (5) physical facilities.

Learning Experience: A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which one gains meanings and understandings of the material to be learned.

II. Can one learn how to teach?

This question is often asked by those interested in teaching. The answer is definitely yes.

- The ability of those engaged in teaching varies, but so does it among those in all other professions.
- There are no "natural born teachers", as is sometimes asserted, any more than there are natural born lawyers, or doctors, or engineers, or farmers, or carpenters, etc.
- Everyone is gifted by nature. Those gifts vary as we all know. But anyone with good intelligence and the will to study, practice, plan and revise

- ways of doing the teaching job can gain the skill to do effective teaching.

- There is no mystery to learning how to be a good teacher. It is simply a matter of hard work, study, concentration and the will to achieve proficiency.

- These are the prices one must pay to gain real skill in any profession.

III. Some things we know about the Teaching Process:

A. Teaching must be looked upon as an Intentional Process

- not a hit or miss undertaking.

- Effective Learning requires effective teaching.

- If the learner has not learned, the teacher has not taught.

- The only aim of teaching is to promote learning that results in the behaviour changes desired.

- For every change in human behaviour there is usually some outside influence that causes the change. Organized teaching is one of these outside stimuli.

- Good teaching must aim at specific pre-determined goals that represent the kind of new behaviour desired.

- Effective teaching, then, is done according to design, not drift; it is done by plan, not by trial and error.

- Good teaching, therefore, requires careful planning of content, procedures, methods, and techniques.

- Designing good teaching plans is a highly professional job, but one that is worth the effort and will pay off handsomely in achievement.

B. Teaching must accomplish the following kinds of Basic Educational Changes in Learners:

1. Changes in knowledge, or things known, amount of knowledge. Example:

   1. Varieties of seed to plant.
   2. Kinds and amounts of fertilizer to use, and
   3. Health value of compost pits.

2. Changes in skills, or ability to do things; how easily and effectively one can do tasks; the number of things one can do; how well he can do them; the complexity of the things one can do. These are all reflections of skill. Skills are divided into two groups:

   a. Thinking skills, evidenced by the ability of a person to:

      - work out solutions to problems he could not solve before

      - approach new problems

      - Example: planning a cropping system.

   b. Manual or physical skills, evidenced by a person's ability to, for example:

      - use tools properly

      - adjust various kinds of equipment etc.;

3. Changes in attitude, or feelings for, or against things and issues.

   - In addition to knowledge and skill, people have tendencies toward certain behaviour, points of view, beliefs, and reactions for or against items that confront them in their daily lives. These are expressions of attitudes.

   - Attitudes are very important forces in determining what a person does, and how he does it.

- Attitudes tend to be positive or negative - for, or against - in varying degrees of intensity or strength.

Although the above items are the basic ways in which people can be changed educationally, there are additional kinds of changes that are a part of them that should always be considered by the instructor. Two of these are:

1. <u>Changes in Interest</u>: Interest is an expression of attitude, but takes on this term because behaviour, usually called interest, is more specific in the object toward which the feeling is expressed than is usually true when the term attitude is used. Attitudes tend to be general; interests tend to be specific in terms of thier objects.

   - Educational interests may usefully be defined as a desire to learn, or to study, or to gain more information, or to understand, or to gain skill pertaining to some object in the person's environment that he believes will give him satisfaction.

   - Among the many factors that influence people's actions, their interests are probaly the most important.

   - There is much fact in the statement that you cannot teach a person anything until he becomes interested, and when he is interested you cannot keep him from learning.

   - Changing people's interest, therefore, is basic to educational progress.

2. <u>Changes in Understanding</u>: Understanding has to do with gaining insight into relationships, usually involving cause and effect. It has to do with gaining a deeper and broader vision of how various elements, important facts, and principles operate in different situations on the farm, in the home, in the community, and how they are applied. To gain understanding requires knowledge and thinking skill on the part of learners.

C. <u>Teaching requires effective communication</u>:

   - Communication has to do with the way people get ideas. It has to do with the process by which

two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

- Communication is essential in all human association, and is even more important to those trying to teach others.

- Good communication is the essence of good teaching.

- Teaching involves the communication of ideas about important subject-matter.

- One's ability to teach, therefore, can be no better than his knowledge of subject-matter and his skill in communicating it to others.

- So, one can't teach, if he can't communicate.

- The ability to communicate involves, at the primary level, knowledge of the audience or learner, knowledge of subject-matter, knowledge and skill related to the teaching-learning process and facility in:

  Speaking
  Writing
  Doing
  Organizing messages
  Using visuals and other channels of communication

- Problems in communication, therefore, usually stem from:

  Language used
  Meaning of words
  Being specific
  Organization of messages
  Using channels of communication
  Knowing the audience
  Developing an understanding of facts
  Helping people recognize the importance of facts and their relationship to problems.

- It is easy to control what our communications say, but difficult to control what an audience receives and concludes from them.

D. <u>Teaching requires both content and method</u>:

- Content is the subject-matter or message one wishes the learner to receive and understand.

- Method is the means used to communicate the message.

- Teaching, then, requires:

  a. knowledge of subject-matter, or <u>what to teach</u>.
  b. knowledge of, and skill with educational process, or <u>how to teach</u>.

E. <u>Teaching requires use of the major senses of people</u>: namely, seeing, hearing, feeling, smelling and tasting.

- People learn through the use of these senses, because they constitute the only avenues to the human mind.

- Most learning in your situation is gained through the channels of the:

  Eyes
  Ears
  Hands

- But to promote action, people must:

  - Have the idea called to their attention,
  - Become interested in it,
  - Develop desire or want for the new condition,
  - Have opportunity to act and
  - Develop confidence.

- Class-room or Extension teaching, then, consists basically of arranging situation for the learner <u>to see</u>, <u>to hear</u>, <u>or to do</u> the things to be learned. A combination of each of these is much more effective in making impacts on people, and is usually necessary to promote action.

F. Teaching requires learning situations that include five major elements:

The five major elements necessary in constituting an effective learning situation and some important points about each are as follows. An understanding of these and skill in dealing with them is essential to efficient instruction.

1. Leader or Instructor:

a. Have clear objective.
b. Know subject-matter - have it well organized.
c. Be personable, enthusiastic and interested in subject.
d. Be able to communicate with learners.
e. Be democratic in his leadership.
f. Allow student participation - ask for it.
g. Be prepared - be prompt - be friendly - be courteous.
h. Use a teaching plan.
i. Speak so all can hear.
j. Set a good example of a good leader and teacher.
k. Be skillful in the use of teaching materials and equipment.

2. Learners:

a. Capable of learning.
b. Interested.
c. Have need for information.
d. Can use information once it is gained.

3. Subject-matter or content:

a. Pertinent to learners' needs.
b. Applicable to real-life situations.
c. Taught at intellectual level of learners.
d. Presented clearly.
e. Well organized - logically presented.
f. Fits into overall objectives.
g. Challenging, satisfying and significant to the learners.

4. <u>Physical situation</u>:

   a. Free from outside distractions.
   b. Temperature, as comfortable as possible.
   c. Well lighted.
   d. Adequate space for group.
   e. Furniture comfortable and well-arranged.

5. <u>Teaching equipment and supplies</u>:

   a. Meets the needs effectively.
   b. All equipment and supplies readily available.
   c. Each item used skillfully.

The nature of each of these elements, their relationship to each other, and their role in the educational process must be thoroughly understood by the instructor and skill developed by him in handling them. Effective learning situations are created through the skillful use of appropriate teaching methods and techniques.

G. <u>Teaching requires that learners have effective learning experiences to attain its objectives</u>:

- A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.

- The concept of "learning experience" lies at the core of the educational process.

- It is what the student does that he learns; not what the instructor does.

- A learning experience is not attained, or is it the same, as simply being physically present in a learning situation. It is much more than physical presence.

  - It is what the participant does while in the learning situation that is the all-important factor in learning.

  - He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meaning, and to seeing their application to his needs and problems.

- Effective learning experiences, then, can best be had in effective learning situations provided by a skillful instructor who knows what he wants, has the methods and materials to accomplish his goals and the skill to use them effectively.

Conclusion

Education helps people learn how to do things for themselves; service consists of doing things for people. Education makes people more self-reliant; service makes them more dependent on someone else. Education consists of more than imparting information to people. It consists of more than supplying the answers to people's questions. Its major function is to help people develop understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems.

What the teacher desires, believes and thinks, teaches no one. The tools of the teacher are physical stimuli to the sense organs of the learner. He has no magic influence. He can accomplish his ends only by putting before his learners what they can hear, what they can see, what they can feel, what they can understand, what they can move, what they can do; and in no other fashion. Hence, ultimately, the resources of the teacher must be found in what he can _do_ to create the situations in which these actions can take place in relation to the content to be learned. He must speak or write words and signs, draw diagrams and pictures, place before pupils books, pictures, charts, models, specimens, implements, machines, and other material things, move things, make gestures - in short, _act_ to bring pupils into contact with stimuli selected and ordered according to his objective. If he does not act in such fashion he has, despite the utmost of benevolence and knowledge, no more effect in the direction of learning towards his ends than have the moons of Jupiter.

You will not make progress in your teaching by doing more of the same, in the same way. Progress is made only when someone wonders if there is a better way and has the courage to try it. You _can_ improve your teaching effectiveness. The place to start is with the points mentioned in the foregoing pages. You have a serious responsibility and great opportunity to contribute to your country's development. What will you do about it?

. . .

DEVELOPING VILLAGE PROGRAMMES

Dr. H.W. Butt

What is Planning?

Planning is defined as the process of devising a basis for a course of future action. Planning deals with objectives, policies, strategy, programme, organization, personnel, operation, tactics and every other aspect of activity including the individual worker's own sphere of endeavour. Planning is done in every sphere of life .. in local matters, in the home, in one's individual life.

Kinds of planning:

(1) Long range
(2) Intermediate range
(3) Short range

An extension programme has been defined a statement of situations, objectives, problems and solutions as distinguished from a plan of work which is an outline of activities so arranged as to enable efficient execution of the programme as a whole or in part. -- (Maunder)

Programme planning in villages is self-help:

Its main objective is to help people to learn how to do things for themselves, to make them more self-reliant and less dependent on others. It seeks to help people to gain knowledge, understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems, using their own resources with a minimum of dependence on Government aid.

The Second Five Year Plan has set out important purposes which are high and noble, complex and far reaching. They are significant and difficult to achieve. Some of the broad purposes are:

1. A sizeable increase in national income so as to raise the level of living in the country.
2. Rapid industrialization with particular emphasis on the development of basic and heavy industry.
3. A large expansion of employment opportunities.
4. Reduction of inequalities in income and wealth and more even distribution of economic power.

I. Planning programmes at the village and block level

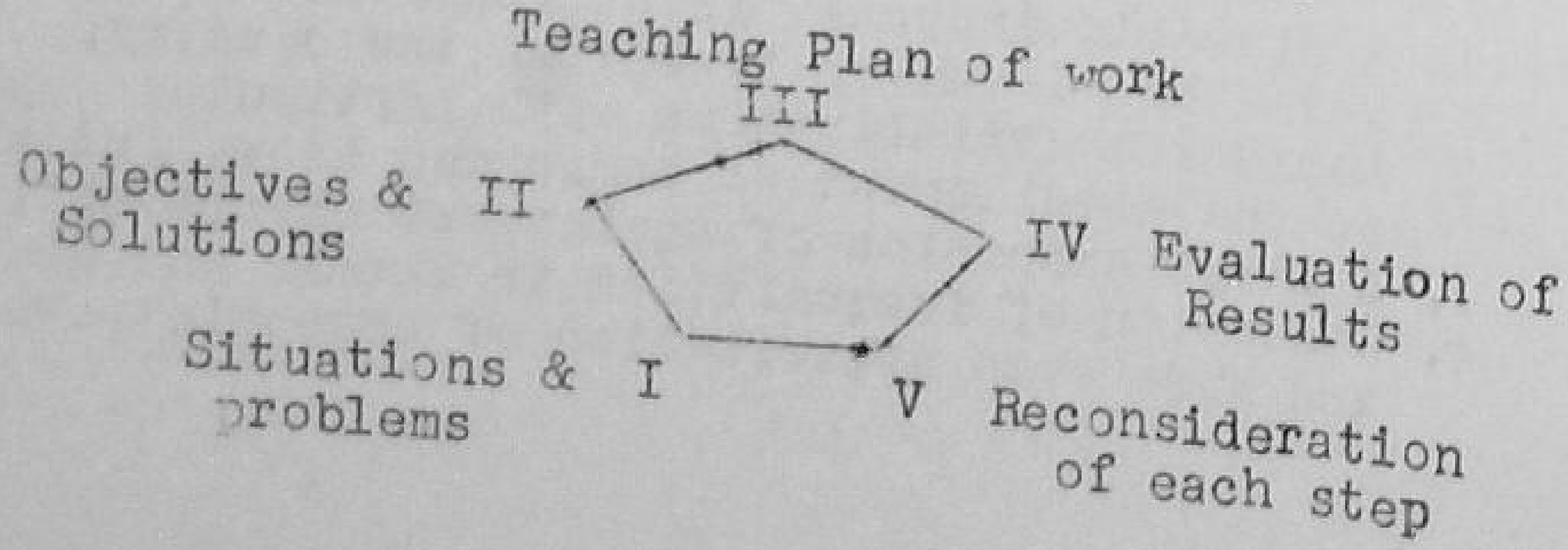
State and National plans have direct bearing on village and block plans. They should be done with care. The useful purposes of the village should be identified and an attempt should be made to assign priorities and develop effective means of achieving these purposes at the local level. This is an intricate process which needs great skill to be handled.

Major steps in planning at the village and block level should be looked upon as a process of studying the past and the present in order to forecast the future. Goals should be determined after deciding what has to be done to achieve them on a continuing basis.

According to Professor Leagans, there are five essential steps that need always to be taken in some form in developing and carrying out a successful programme at the village and block level.

1. Analysis of the present situation to determine clearly what is, now.
2. Deciding on the most significant needs of people and deciding on programme goals or objectives in line with these.
3. Developing a teaching plan in line with the objectives and carrying it through.
4. Making an objective evaluation of the procedures and methods used and the outcome of the programme.
5. Reconsideration of each step in the process, making useful changes and starting the cycle over again.

These steps constitute the essential phases of programmes of change in rural areas through education and aided self-help. The diagram below shows the proper sequence of the steps in a cycle that may be expected to result in progress from a given situation to a new or more desirable set of conditions.



1. The first phase is analysis of situation. Reliable data can be obtained from the following four sources:

   a. from the people themselves
   b. from the consideration of the physical situation
   c. from analysing situations involving public policies
   d. from professional people, specialists, people, education and welfare.

2. The second phase is deciding upon objectives. Levels and nature relation of objectives:

   a. fundamental objectives
   b. general objectives
   c. specific objectives

3. The third phase is teaching. It involves the choosing:

   a. content or what is to be taught; and
   b. methods of techniques of communication

4. The fourth phase is evaluation of methods and outcomes.

5. The fifth phase is reconsideration after evaluation has taken place.

II. <u>Different approaches to program planning in villages</u>

(1) The autocratic approach.
(2) The laissez-faire approach.
(3) The progressive, democratic approach.

III. <u>Principles of programme planning</u>

1. Programme planning should be based upon careful analysis of factual situations.
2. Programmes should be oriented to the existing technique, economic and social level of the rural people of the area.
3. The programme should be comprehensive; including activities of interest to all socio-economic groups.

4. It should be educational and be directed toward bringing about importance in the ability of the people to solve their own problems, individually and collectively.
5. The Extension programme should be arrived at democratically to the participation of lay people, of the entire extension staff and of others who can contribute.
6. Organization should be used as a tool to accomplish objectives.
7. Maximum use of voluntary leadership should be made in the planning as well as in the execution of extension programmes.
8. The programme should be flexible to meet long time situations short time changes and special emergencies.
9. Select problems for action which will meet recognised needs.
10. Objectives should be clearly defined at all levels in terms that people will understand.
11. Good programme building provides for evaluation of results.
12. Extension programmes should be carried on by well trained personnel, effectively supervised.
13. The programme should be achievable considering such factors as personnel, finances, time and facilities.

IV. <u>Understanding the nature and role of needs in programme planning</u>.

A 'need' implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be". It means a deviation of actual behaviour or actual practice from the standard or recommended behaviour or practice.

Needs have been described as two kinds; those that are felt or recognized and those that are not felt or unrecognized. People are stimulated into action and change of behaviour only when unconscious needs become conscious ones. It is only after people feel a need that they are prompted to act, in other words, recognition of the lack of something motivates a person to act. This is how people realize that they have a problem. The nature and extent of the need gives evidence of the significance of the problem. In programme building it would be necessary to make a choice of the most important need by establishing a system

of priorities. For this it would be necessary to select the important kind of information about the needs. It would help to know if the need is significant; if it has any economic, social or aesthetic value to a large number of people; its relative significance and the consequences if no action is taken about it.

According to Professor Leagans peoples' basic needs generally fall into four areas:

1. What they want to gain, such as popularity, advancement in business and social prestige etc.
2. What they aspire to be, for example good parents, efficient and creative workers.
3. What they want to do, such as acquire or collect things, satisfy their curiosity and improve themselves generally.
4. What they want to save such as, time, worry, money, discomfort etc.

One way of finding out the needs of a community is by skillful questioning -- the leaders may be asked what their neighbours need most and what prevents them from obtaining what they want. They could be questioned about the required changes that they consider necessary for improvement; their standards of a good home, good farm and good living and what should be done to attain these objectives.

To accomplish these desirable ends, effectively, requires a carefully structured programme at the village and block level. This programme must meet the following criteria.

1. It must focus on the felt needs and interests of the people.
2. It must be developed through joint participation of village leaders, VLWs and block staff taking into account recommendations from the District, State and Central Government personnel.
3. It must be in line with local as well as State and national needs.
4. It must focus on problems that are "most important" since it can't be "all things to all people".
5. It must be flexible but with a backbone that gives it stability and continuity.
6. It must provide for a system of priorities in line with local needs and interests.

7. It must be balanced, that is, contain items of assistance for all major social, economic, age and sex status groups.
8. It must have objectives that are attainable within the economic, social and mental capacities of the people through education with a minimum of government aid.
9. It must be highly significant economically, socially, aesthetically or morally to a relatively large number of people in each village or block.
10. It must be developed, understood, conducted and judged as an educational instrument for helping people learn how to help themselves.
11. It must provide satisfaction for the people who participate.

Deciding on detailed step by step procedures for developing programmes at the village and block levels that harmonize local needs as the people see them and national interests is a primary responsibility of local leaders, VLWs and block staff jointly working together as a team. Any procedure that meets the foregoing criteria will be a good procedure.

. . .

PRINCIPLES OF LEARNING AND TEACHING*

K. Venugopal

I. Introduction

Motivation is basic both to learning and teaching. People are motivated to learn for they can satisfy a basic need through learning. Basic needs, wants, desires, motives, incentives or urges have been classified in a variety of ways. The following is reasonably adequate for extension teaching purposes:

1. The desire for security -- economic, social, psychological and spiritual security.
2. The desire for experience-- adventure, new interests, new ideas, new friends and new ways of doing things.
3. The desire for affection or response -- companionship, gregariousness and social mindedness, the need for feeling of belonging.
4. The desire for recognition -- status , prestige, achievement and being looked up to.

These are all powerful motivating forces.

II. What is learning?

Learning is the process by which an individual, through his own activity becomes changed in his behaviour.

III. How people learn?

1. Association: The function of relating, bringing together or connecting is known as "Association." A broad statement of this principle is "Experiences that occur together tend to recur together." Example: A line of poetry calls for the next line.

---

*For further details, please refer to pages 14 to 22 and 80 to 92 of the Guide developed by Instructors of Extension Training Centres.

2. Trial and error: The learner learns by blundering, by trying something, then something else until he finally succeeds in making the right response.

3. Retention is holding on to what has been learnt so that it can be utilised later.

4. Recall is revival of past experience.

5. Recognition is perceiving something as having been experienced before as being familiar.

6. Forgetting: The loss, temporary or permanent, of an earlier acquisition is forgetting.

7. Transfer: A carry over from one habit to another. When students are taught the principle involved in the solution of one problem, they solved, without an error, new problems which involved the same principle.

IV. Learning principles

1. Learning is growth-like and continuous.
2. Learning is purposeful.
3. Learning is an active process on the part of the learner.
4. Learning involves appropriate activities that engage maximum number of senses -- seeing, hearing, feeling etc.
5. Learning must be challenging and satisfying.
6. Learning must result in functional understanding.
7. Learning requires several exposures before change is noticed.

V. Factors influencing learning

1. Goals: Goal is a determiner of activities. Definite goals on the part of the teacher and learner are necessary.
2. Level of aspiration: This is the performance level that a person sets himself to reach in some task.
3. Knowledge of success and error.
4. Understanding.
5. Age of the learner.

6. Capacity to learn.
7. Learning is effected by physical and social environment.
8. Learning is effected by emotions.

VI. What is teaching?

Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

VII. Teaching principles

1. Teaching must be looked upon as an intentional process -- not a hit or miss undertaking.
2. Teaching must accomplish the following kinds of basic educational changes in the learners.

   (1) Changes in knowledge.
   (2) Changes in skills.
   (3) Changes in attitudes.

   There are additional kinds of changes that are a part of these that should always be considered by the instructor. These are:

   (1) Changes in interest.
   (2) Changes in understanding.

3. Teaching requires effective communication -- good communication is the essence of good teaching.
4. Teaching requires both content and method i.e. what to teach and how to teach?
5. Teaching requires use of major senses of people. Learning usually is gained through channels of the:

   Eyes
   Ears
   Hands

- But to promote action, people must:
  - -- Have the idea called to their attention.
  - -- Become interested.
  - -- Develop desire or want.
  - -- Have opportunity to act.
  - -- Develop confidence.

6. Teaching requires learning situations that include five major elements

   -- Learner
   -- Instructor
   -- Subject-matter or content
   -- Physical situation
   -- Instructional equipment and supplies

7. Teaching requires that learners have effective learning experiences

   -- Learning experience is the mental and/or physical reaction one makes through seeing, hearing or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.
   -- A learning experience is not attained or is it the same, as simply being physically present in a learning situation. It is much more than physical present.

   -- It is what the participant does while in the learning situation that is the all important factor in learning.
   -- He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meanings and to seeing their application to his needs and problems.

Please note that:

1. Learning is an active process on the part of the learner.

2. If the learner has not learnt, the teacher has not taught.

. . .

HOW TO GIVE A TALK

Ellen L. Moline

Many people are afraid to stand before a group and to talk to them even in an informal manner. Usually this fear is an indication of lack of confidence in oneself. This lack of confidence is usually the result of lack of preparation and of practice.

Every trainee from the training centre should have one opportunity during each month to give a talk, whether a long or short one, while he is at the centre. This will involve him in a learning situation and experience from which he should be able to look with confidence at any audience and communicate effectively with them.

To begin with, teach the trainee to take a deep breath before he begins. Fear makes one take short, quick breaths, and the oxygen supply is low. Taking a deep breath furnishes additional oxygen, helps overcome fear. Teach him what to do with his hands. A good trick is to put the hands behind the body, hang on to one thumb. The thumb may feel the strain from the pressure exerted when one becomes too nervous, but serious damage never results. Teach him what to do with his feet. Pacing the floor or "dancing" around because of nervousness makes the audience nervous. Have the trainee put one foot ahead of the other and teach him to rotate on the heel of one foot, the ball of the other foot as he turns to look at the audience on one side, and then to the other side. Teach him to look every one in the eye. The audience will think he is being talked to personally. This is enough for the first lesson. Let them have fun individually and together as they practice. Let a few of them demonstrate to the others the next time they meet.

Now the trainee is ready to work on the talk he will give. He must first think of himself as the speaker. Is the subject one on which he has knowledge and experience? Is he capable and intelligent enough to discuss it?

Second: Does it fit the audience, their interest, experience and knowledge?
Third: Does it fit the occasion?
Fourth: Does it fit the time limit? Warn him not to talk longer than the time allotted to him.

The Talk

1. Select the subject.
2. State objective exactly - in one sentence.
3. Prepare the speech.

A. The first sentence must catch the audience's attention. "More people die of Malaria in India than from any other disease." The first sence may be:

a. a question
b. a quotation
c. a problem
d. a challenge

B. Divide the material to follow this statement into three or four parts. If there are more than three or four points, the audience may become confused, will not remember.

These three or four points should be developed to be convincing. State the information in simple words of five to six letters and preferably one syllable. Cross out all words which have more than two syllables. Keep the sentence short - average 17 words is good.

C. Plan the conclusion to summarize the material presented. This must relate to the objective set up for the talk. The concluding sentence will depend on the first sentence. It may be a:

a. quotation
b. question
c. story
d. challenge

Make sure your audience remembers the basic points and if action is wanted, that it understands the action desired and how to take it.

4. Practice the speach out loud to gain confidence.

In conclusion, three simple reminders of how to give a talk may impress the major ideas on the trainees:

1. Tell them <u>what</u> you <u>will</u> tell them.
2. Tell them.
3. Tell them what you <u>have</u> told them.

There are three other points to follow:

1. <u>S</u>tand to be seen.
2. <u>S</u>peak to be heard.
3. <u>S</u>it down to be appreciated.

...

THE USE OF GROUP LEADERSHIP AND GROUP METHODS IN INSTRUCTION

Dr. H.W. Butt

What is a group?

Social psychologists define a group as "two or more people who bear an explicit psychological relationship to one another".

Interaction on a face-to-face basis must take place.

Distinction between social organisations, societies and groups.

Small groups have many features in common.

A collection of human beings who are physically together in the same place at the same time do not necessarily constitute a group.

Illustration - College class on the first day is not a group until psychological interaction takes place.

Definition of group:

"A small group is defined as any number of persons engaged in interaction with each other in a single face-to-face meeting or series of such meetings, in which each member received some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present"

-- Robert F. Bales

Why people join groups?

One basic reason - every member believes that he can fulfil some need or needs in collaboration with other people that he cannot fulfil by himself. A member will remain in a group only so long as he believes it more advantageous for him to stay in than to leave.

People join groups because they feel that membership in a group somehow will provide satisfaction of some basic need. People join groups because they perceive them as a possible means for "self-actualization" - a way of actualizing their own capacities. A group, therefore, "promises the individual an opportunity to grow, develop, fulfil, enhance, create - or simply to become that for which he has the potential".

The task of the group

(a) Selection of goals.
(b) find means for reaching those goals.
(c) adjust to the changing needs of its members.
(d) find the best solutions to its continuous problem of meeting their needs.
(e) find ways of fulfilling the needs of each person at the least expense to all other members.

A group is in a continuous state of adjusting to the tension, conflicts, and problems arising from the ever-changing needs of its members.

Resources of the group

(a) skills
(b) facts
(c) tools
(d) materials

Process of problem-solving

This process begins in a group when the group faces a problem.

(a) the group must be in some agreement that a problem exists.
(b) diagnozing the problem, analyzing its nature and determining possible causes.
(c) actual making a decision as to how to approach or solve the problem.

<u>Types of Groups</u>

(a) Learning groups - the need to learn from others to share ideas and feelings, to achieve a better understanding - purpose individual growth.

(b) Action groups - getting group made efficiently and taking effective united action.

- Learning Group
  - Class room discussions
  - Rotary meeting.
  - Congress Committee sessions.
  - Industrial planning Conference.
- Action Group
  - Staff meeting of military field commanders.

<u>Interaction in the group</u>

All group behaviour is the behaviour of individuals in a group. In order to work successfully with groups of people we must understand not only the individuals as such, but also the ways in which they affect each other.

<u>Interpersonal relations</u>

Sociometry - the science which helps us to understand the complex network of interrelationships.

Factors operating against effective group functioning -

A. Barriers to constructive participation.

1. Feelings of personal inadequacy.
2. Fear of evaluation of rejection.
3. Reactions to Authority.
4. Ego-centered participation.

B. Barriers to effective communication.

1. Limited Face-to-face contacts.
2. Devaluation of worth of other members.
3. The Tendency of the individual to defend his ideas.

How shall leadership be defined?

None of the definitions employed by previous thinkers seems quite appropriate. Problem of selecting a useful and workable definition of leadership is a difficult one.

Early definitions of leadership was based on the assumption that certain people were born to be leaders.

Leadership was thought to be a set of unique traits or characteristics handed down from one person to another - chiefly through heredity. Genetic superiority Modified theory - leadership is a function of traits and characteristics that are acquired chiefly through experience, education and special training. Influence of heredity - intelligence, physical stature, energy output etc.

Leadership is always relative to the situation.

Qualities desirable in a group leader.

1. A well-adjusted personality.
2. A basic respect and concern for human beings.
3. Sensitivity to the basic trends and moods of the group.
4. Reasonable knowledge of the problems being discussed.
5. Facility in verbalising the ideas of the group.
6. Reasonable restrant.
7. Vitality.

II. Group methods[1]

1. The small-group discussion

Primary purpose - to increase interest, participation and teaching effectiveness.

---

1. Evolved by W.W. Reeder.

(a) discussion
(b) buzz session
(c) committee system

Advantages:

(a) encourages participation.
(b) stimulates group thinking.
(c) places responsibility on every individual.
(d) saves time.
(e) increases group unity.

2. The large-group discussion.

The most common type.

Advantages:

(a) gets members more involved in thinking about the questions and issues.
(b) keeps the group together.
(c) gives the total group a chance to check on any particupar idea presented.

Disadvantages:

(a) moves slowly - likely to get side tracked.
(b) few talkers dominate the meeting.
(c) few feel free to speak.
(d) participation and responsibility on the members decrease.

3. The opposing **panel**

This system was developed to meet a particular type of situation which is common in classes and groups.

Advantages:

(a) avoids the 'known' over-worked material and moves immediately into the "unknown".
(b) introduces a friendly competitive element between the "question raisers" and the "question answerers".

(c) creates a situation in which everyone has to think about the question.
(d) the learning which takes place in the small group as they discuss possible questions and answers is as valuable as any other part.
(e) it creates interest and gets total participation.

III. Question-and-answer techniques

This can take place in four ways:-

(a) The leader may introduce the questions and call upon the group for answers.
(b) The leader may draw questions from the groups and he or some resource person answers them.
(c) The leader may draw questions from the group. Then turn the question back to the group for an answer.
(d) The leader raises some questions which he answers himself or calls upon some resource person to answer.

All of these techniques have their particular uses.

IV. The Socio-drama

This is an effective technique to develop interest and participation in a class or a group.

What is a Socio-drama?
Why Use Socio-drama?
Types of Socio-drama.
How to do a Socio-drama?

V. The Lecture

The most widely used technique.

Advantages:

(a) One person is able to present his ideas to a large number of people.
(b) It makes possible a systematic presentation of ideas.

(c) It enables a person to put out a great deal of information.
(d) It is fairly effective in dispensing information.

Disadvantages:

(a) The group retains only a small portion of the information given out.
(b) The group member does not necessarily become involved.
(c) Few lectures can hold interest and attention and teach effectively at the same time.

VI. The symposium

This consists of two or more brief talks presenting different phases of the same general topic. It is normally followed by a discussion or question period.

Advantages:

(a) It introduces a wider variety of experience and knowledge of the subject.
(b) It gets greater involvement on the part of the audience than a lecture.

VII. The Forum

This is a speaker-audience technique in qhich there are two or more speakers who present talks on the same subject. The subject is controversial and the speakers present the opposing sides of the question.

Advantages:

(a) An excellent method to present the various sides of a controversial issue.

VIII. The Panel

This is sometimes called the round table discussion. It is usually composed of four to six persons. The members carry on a discussion of the topic among themselves and the audience "listens in" on the discussion.

. . .

EFFECTIVE USE OF LIBRARY*

K. Venugopal

All the Extension Training Centres are having libraries. These libraries are at present hemmed in on all sides by low finances and low production of books and other reading materials likely to rouse and inspire. To step up the quality of the training program, it is necessary to have a good library which should be effectively made use of by the instructors and trainees.

I. THE ROLE AND USE OF LIBRARY

1. What are the aims and functions of the library attached to an Extension Training Centre?

   The library should:

   a. Supply adequate materials to instructors and trainees in teaching-learning situations.
   b. Be a vital element for all intellectual activities.
   c. Function as a reservoir having all the necessary materials for assimilation, investigation and dessimination.

2. What role does the library play in the instructional program?

   The inner core of library is knowledge. It helps in promoting enlightenment through guidance and stimulation.

3. What are the uses of library?

   A library of the type referred to will:

   a. Support class-room teaching.
   b. Extend the knowledge of the trainees and the staff.

---

* This is a summary of the talk. For further details, please refer to pages 23 to 31 of the Guide Book developed by Instructors in the course from April 20 - May 1, 1959.

c. Help to carry on investigation; and
d. Develop a reading habit for recreation and pastime.

II. ORGANIZATION AND SUPERVISION

1. A library in an educational institution is a great investment. Attempt should be made to get back most of this investment. This may be done through the formation of a library committee with a congenial proportion of students and staff members on it.

2. Students' assistance may be sought in the daily working of the library.

3. Open access system with proper check points is considered essential.

4. Introducing the library hour in the regular curriculum for reading assignments is also desirable.

5. Symposia may be arranged in the library hall with a small incentive of winning a prize. Essay contests, quiz programs and general knowledge tests are some of the activities which can be conducted by the libraries. These measures are to be adopted to focus the attention of the students on the importance of library.

6. The system of lending two books for a period of one week to begin with, extending it to another week will be practicable in a small training centre.

III. USE BY TRAINEES AND STAFF

1. The first step to be taken to orient the freshmen to the use of the library is to arrange for "conducted tours", and explain to them the general arrangement of the library, the issue method, the reserve book system, etc. These conducted tours should be guided by the librarian as well as by the members of the staff.

2. The following procedures are suggested for planning library assignments:

a. A period or two can be assigned during the course of a week for library work.

b. The teacher concerned may prepare review on some important books, if need be in the regional language, and mimeograph the same and circulate to all the trainees.

c. The teacher may arrange a group discussion by assigning a definite topic well in advance and furnish the requisite reference material. This technique may be followed at least once a month.

d. The teacher may give references to the trainees during the course of teaching and check on these again in the subsequent classes.

e. In all probability, there may be a few trainees who are unable to understand or who do not have enough reading ability. To help them in library assignments is a problem. The teacher may therefore prepare in the regional language a digest of the recommended references. He may also make use of audio-visual aids which, as stated previously, form a part of library equipment in addition to books, journals etc.

S U M M A R Y

Keeping in view all that has been said about the uses of library, organization and supervision, and use by trainees and staff, it should be borne in mind, that one of the five criteria of a good learning situation is "subject-matter"; and library forms an integral part of subject-matter.

. . .

EFFECTIVE USE OF VISUAL AID TO IMPROVE THE QUALITY OF TEACHING.

Sybil D. Bates

Visual aid defined:

The dictionary defines visual as any thing that can be seen and aid as anything that helps.

Anything which can be seen that helps the teacher teach and the learner learn may be called a visual aid or perhaps this is a better definition. A visual aid is any thing that can be seen which helps the teacher to teach and the learner to learn.

We have heard teaching defined in several ways during this seminar. I am going to say it differently. Teaching is management. Management according to the dictionary is directing our resources to attain desired goals or objectives. A term I like to use is creative management or making the best use of what we have to get what we want.

What we have?

Time, Rupees or what rupees will buy, and energy. It cannot make the best use of them alone but Time, money and energy coupled with:

1. What we know	Knowledge.
2. What we can do	skill
3. How we feel	attitude

can help us get what we want.

We have talked about what we have now let us talk about what we want.

We want to become better Extension workers by using visual aids.

Every job has three parts. These three parts apply to using visual aids. They are:

1. The get ready consists of:

a) Collecting equipment and material.
b) Making what we need.
c) Planning.

Planning is the most important part of any job.

Kipling wrote:-

I know six little honest serving men. They taught me all I know. They are what and who, why and where, how and when.

If we apply these six honest serving men to our job we will be better extension workers.

The Committee planning this Seminar used these six serving men they decided:

1. What - an All India Seminar for extension workers.
2. Who - who will teach and who will be taught.
3. Why - to improve the quality of teaching of V.L.Ws.
4. Where - Hyderabad.
5. How - work groups and illustrated talks.
6. When - during the next few months.

Step II.

The doing:- The doing is the easiest part of the job. It is the fund or enjoyable part of any job. It takes time than the get ready. Doing the job requires:

a. A comfortable and convenient place.
b. Equipment handily placed and in good working condition.
c. Correct use of tools and correct body motion.

Step III.

The put up and follow up:

a. Put the place in order for the next user. Equipment must be cleared and put back in its place.
b. The follow up is the check up to see if our work was successful. It is the evaluation of our results.

Teaching we have said is management and creative management is making the best use of what we have to get what we want.

Creative teaching in Extension is making the best use of <u>what we have</u>.

1. The words we use choose them wisely.
2. Voice or speaking the words - clearly and distinctly.
3. The motions we use.
4. The visual aids we use.

<u>To get what we want</u> -

1. Information to people.
2. People to change by adopting improved practices.

Effective teaching is communication of ideas. Effective communication is making.

Expression = Impression.
Impression = Expression.

People are different

Look different in appearance, act, differently.

Spoken words mean different things to different people. We interpret according to our background of experience that is why visual aids are important tools in making our expression = impressions.

Audience participated by writing what came to mind when I said word check.

Some of the answers -

1. check king in chess
2. a sudden stop
3. limited action.
4. mark to indicate examination
5. a reprimand
6. written order to Bank to pay
7. an identifying ticket
8. crack in wood
9. check in cloth.

Thus we find what we say will be heard differently therefore we must find ways to make

Expression = Impression

or

what we say must say the same thing to learner.

Effective visuals in teaching are helpful in transfering ideas.

We have heard many speakers say

"Seeing is beleiving"

I like to say seeing helps learning.

Good visuals are good communicators because they help the teacher get the ideas he is expressing across. Visuals help learning.

A good extension worker uses visuals in teaching.

Extension workers reach people through three methods.

a. Personal contact.
b. Group methods.
c. Mass media.

Through these three methods he influences people to change:

1. How they do things(skill knowledge)
2. What they know (knowledge).
3. How they feel (attitude)

My job here to-day is to influence you to change by:

1. Increasing what you know about importance of visuals.
2. To be more skillful in using visuals.
3. To change how you feel about use of visuals in teaching.

"Variety is the Spice of Life"

The Extension worker who spices his work with a variety of visual aids is a more effective teacher because seeing is beleiving and seeing helps learning.

Three musts for effective visual aids are:

1. Decide what to teach
2. Outline your subject matter.
3. Visualize the key points.

When you make these three musts a habit you will be a better Extension worker because you will have confidence and poise.

There is no best visual aid but there might be a better one.

Visual aids may be used singly or in combination according to -

1. The teaching job
   Behaviour changes desired as:

   a. Learning a skill.
   b. Gaining information.
   c. Changing attitude.

2. The subject matter being taught.

3. The nature of the learner.

   a. Age level
   b. Education
   c. Interest
   d. Knowledge of subject
   e. Experience.
   f. Intelligence.

4. Relative cost in:

   Time

   Money

   Energy

5. The Extension worker

    1. Familarity with visual aids.
    2. Skill in using v.a.
    3. Skill in making v.a.
    4. Originality

Types of visual aids.

I will not discuss types of visual aids here as our Group Leader will present this material next Friday (See Group 5 Report).

Visual aids strengthen our teaching:

1. They help the teacher organise material.
2. Make expression = impression.
3. Vitalize or enliven instruction.
4. Picture experiences outside environment.
5. Combat verbalism or meaningless use of words.
6. Arouse interest
7. Hold interest
8. Motivate and stimulate.
9. Change attitudes.
10. Supplement other learning.
11. Help teacher and student remember.
12. They help clarify.
13. Save time.

Here are some guide posts in selecting and making visual aids.

1. Consider audience.

    a. size.
    b. level of understanding.

2. Visual aids must be easily seen.
3. They should cover key points
4. Visual aids should be easily understood.
5. Visual aids should be simple and direct.
6. Visual aids should be easy to handle.
7. Consider time and place when you plan visual aids.
8. Visual aids should be attractive, neat and clean.

To use Visual aids effectively.

1. Plan them carefully.
2. Arrange them in sequence.
3. Rehearse, practice.
4. Make the place comfortable and convenient.
5. Prepare the audience.
6. Prepare yourself - be skillful in using visual aids.
7. Keep audience guessing and wondering.
8. Involve the audience thèy like to be a part of the performance.

. . .

COMMUNICATION PROCESS*

Dr. J. Paul Leagans

Stated bluntly, the leadership in training centres, the blocks and the villages needs to do a better job of communication. It is said often that the Community Development message has not yet been communicated to the villagers. Much misunderstanding results from faulty communication. Too many people saying the wrong things, at the wrong times, in the wrong ways, to the wrong people, slows progress. What is needed is more people saying the right things, at the right time, in the right way, to the right people. This is the formula for good communication. Some of us like to refer to the formula as the "Communication Process".

I. What Is Communication?

Communication is the process by which a communicator helps others to gain ideas, facts, feelings, impressions, etc., in a manner that the receiver gains a clear understanding of the meaning, intent and use of the message. The term "Communication" comes from the Latin word "Communis" - meaning common. Communication, then, is a conscious attempt to share information, ideas, attitudes and the like with others. So, communication has to do with the way people get ideas. It has to do with the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

The essence of communication, then, is getting the receiver and the sender tuned together for a particular message. Good communication, therefore, is the essence of good teaching. One cannot teach, if he cannot communicate.

II. Importance of Communication

Communication is essential to all human association. One's ability to influence others is closely linked with his ability to communicate his ideas. The essence of learning is the gaining of the meaning of

---

*Presented by Shyam Narain Singh

new ideas in relation to recognized problems. For two or more peopleto engage in a common, cooperative effort, they must be able to communicate with each other. To strive toward common goals, they must have a body of common knowledge and ideas.

The central task of instructors in the extension training centres is to promote common bodies of knowledge, attitudes and skills to trainees that will make them effective teachers of rural people. To teach and lead villagers to understand, accept and "put new knowledge to work for them" is a gigantic task and one that requires great communicative ability. It must be remembered that the "pay off" in village extension work comes only when the villager acts on new knowledge -- not when he has merely been exposed to it. Diffusing knowledge, therefore, is a relatively easy task. Getting people to understand, accept and apply it is the difficult one. At this point, teaching presents its great challenge. At this point, the "good" VLW is separated from the "less good". At this point, the true act of teaching must emerge. Good subject-matter and effective communication are the keys to successful classroom and Extension Teaching.

Good communication does not consist of "filling a packet", but of "lighting a lamp". Most of the progress you make in the future will stem from better technology and greater skill in communicating it to your trainees, and through them to the village people throughout India. You should keep clearly in mind that economic and social change will only occur to large numbers of people when your trainees have effectively communicated to them useful ideas in ways that they can understand and put them into use. This is the process by which the 5,55,000 villages of India will be re-built part by part. This is the process by which the "New India" will emerge.

III. Communication Process

Within the past few years, there have been some labels attached to the various parts of the communication process. These help to analyse and understand what goes on when two or more people attempt to communicate

with each other. We need to become familiar with them, so here they are:-

A. The Act of Communicating: This has three aspects:-

1. Expression
2. Interpretation
3. Response

What these are is the crucial point in effective communication. If the expression is not clear, the interpretation accurate and the response proper, your communication is faulty. It is one thing to get information to people; quite another to be certain it is interpreted as intended and responded to as desired. It is easy to control what our communications say, but difficult to control what our audience receives and concludes from them.

B. The Elements of Communication: There are five basic elements in the communication process. These are:

1. Communicator

   This is the person who starts the process in operation; the person who is sending the message such as:-

   -- Principal of Training Centre
   -- Instructors in Training Centres
   -- Village Level Workers
   -- Block Offices

2. Audience

   This is the intended receiver of the message through whatever channel you have selected. It may consist of:-

   -- One, or many people
   -- Men, women or both
   -- Youth groups
   -- Villagers, etc.

3. Channel

   This is the "avenue" of communication; the media used to transmit messages to the audience. Talks, discussion, books, newspapers, radio, bulletins, etc., are all channels of communication.

4. Message

   This is the information the communicator wishes to convey to the receiver. The message is not the same as the subject-matter. The message is what the subject-matter says. For example:-

   -- Fertilizer increases crop yields.
   -- Washing rice properly improves its food value.

5. Treatment

   This is the technique one uses to present his message. It has to do with the way a message is handled to get the information across to the audience. It includes the appeals which are used and the various techniques of writing, speaking or visualizing.

Good communication involves each of the five elements just mentioned. It requires careful identification and selection of the proper message giving it the right treatment, and sending it through the most effective channels to the correct audience. To do this effectively, one must have the answer to at least the following questions:-

1. What are the most important messages the audience should receive?
2. What is the best way to treat these messages to get maximum reception?
3. Who are you trying to reach? Why?
4. What channels can do the best job in reaching the audience?

C. The Process of Communication: The process of communication when effectively used consists of a skillful communicator sending a useful message, by proper channels, effectively treated to an appropriate audience.

1. A Good Communicator

   a. Must Know:

      1. His audience - needs, interests, etc.
      2. His message - subject matter.
      3. Meaning and extent of his message - objectives.
      4. Channels available and their value to him.
      5. How to treat the message.
      6. His personal skills and limitations.

   b. Must be Interested In:

      1. His audience.
      2. His message.
      3. Results and their evaluation.
      4. Communication process.
      5. Communication channels - their use and limitations.
      6. Improving his skill.

   c. Must Prepare:

      1. A communication plan - teaching plan.
      2. Communication materials.
      3. Evaluation plan.

   d. Must Have Skill In:

      1. Selection of messages.
      2. Treatment of messages.
      3. Use of channels.
      4. Understanding his audience.

2. A Good Message Must Be:

   a. In line with objective.
   b. Clear - understandable by whole audience.
   c. Leave no unanswered questions about subject concerned.
   d. Significant to the needs, interests and values of audience.
   e. Specific - no irrelevant material.
   f. Simple - covers only one point at a time.
   g. Accurate - scientifically sound, factual.
   h. Timely - especially when seasonal factors are important.
   i. Appealing and attractive to audience.
   j. Applicable - audience can apply.
   k. Manageable - communicator can handle.

3. Good Treatment of a Message Must:

   a. Clarify the objective of message.
   b. Fit the channels selected.
   c. Use best technical skills of presentation.
   d. Make message appear important and interesting.
   e. Meet criteria for good messages (above)

4. Good Selection and Use of Channels Must Consider:

   a. The objective of the message.
   b. Nature of the content of message.
   c. Combination of channels.
   d. Relative cost of channels in relation to effectiveness.
   e. Time available - communicator and audience.
   f. Size of audience.
   g. Channels available.
   h. Audience' knowledge of subject.
   i. Audience various channels can reach.
   j. Accumulative effect of message impact.
   k. Degree ofdirectiveness vs. abstractness of message impact.
   l. Extent of seeing, hearing and doing that is possible.

5. A Good Audience Must Be:

   a. Capable of understanding the message.
   b. Interested and Have Need for Information.
   c. Able to Apply the knowledge.

When the foregoing conditions prevail, it may be expected that effective communication will take place.

S U M M A R Y

Communication has to do with the way people get ideas. It has to do with the process by which two or more people exchange ideas, facts, feelings, or impressions, in ways that each gains a common understanding of the meaning and intent of messages. Good communication is the essence of good teaching. The central problem in classroom and Extension teaching is one of communicating useful ideas about important subject-

matter. One's teaching ability, therefore, can be no better than his subject-matter and his ability to communicate it to others.

One can't teach, if he can't communicate. It is one thing to get information to people, but quite another to be certain the information is accepted, understood and acted upon - not just received. It is easy to control what communications say, but difficult to control what an audience receives and concludes from them.

The basic means of communication is words. However, words are usually more effective when supported by other forms of symbols that also communicate, such as the many forms of visual aids. Complex human thought cannot usually be communicated except by use of words. Words link together all human activities, and form connecting links in every human relation. Your effectiveness as instructors and that of the VLWs you train, therefore, is ultimately determined by your skill and theirs in manipulating words and other symbols that convey useful ideas.

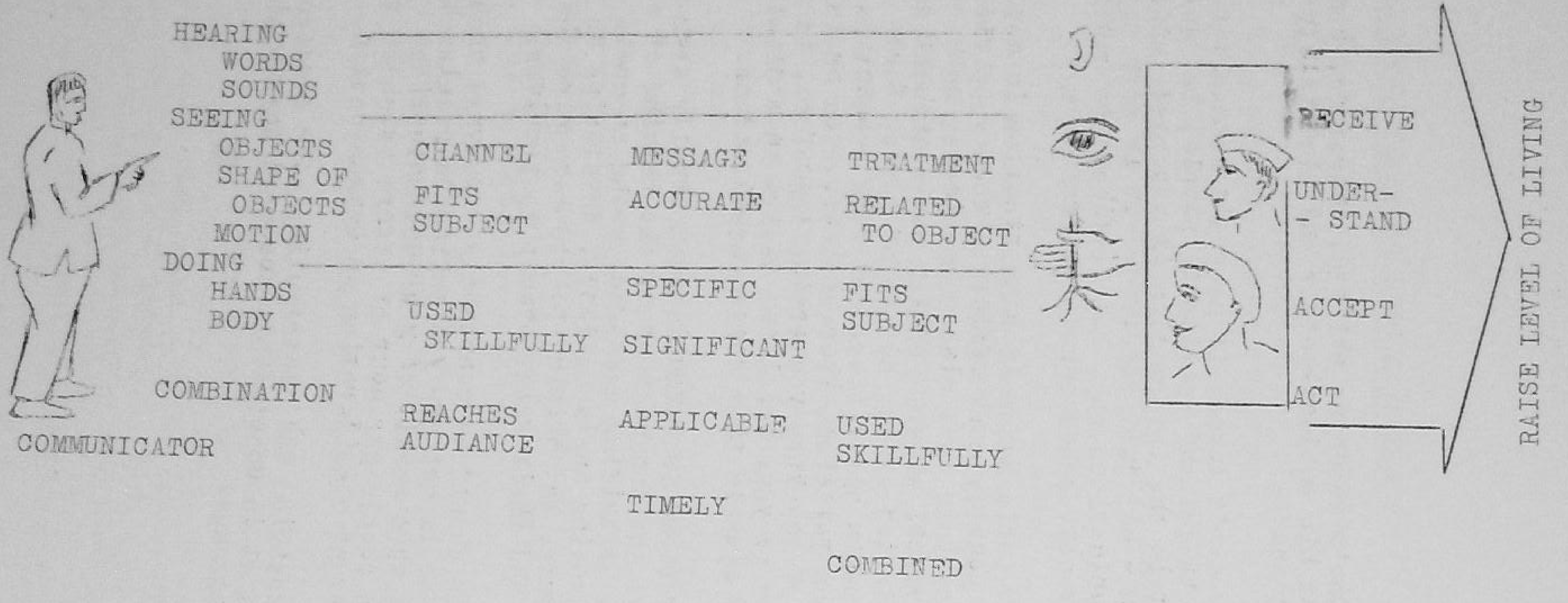
Problems in communication usually stem from such things as: the language used, the meaning of words, being specific, organizing messages, using channels of communication, knowing one's audience, developing an understanding of facts, and helping people recognize the importance of facts and their relationship to problems.

You should be constantly concerned about the questions: What impact are you making on people? What happens to people as a result of your communication? It is the impact on people per hour of effort expended that is the all-important consideration in communication.

Packaging and distributing your message, then, in ways that it is understood, accepted and applied is your great challenge.

. . .

FLANNELGRAPH ON COMMUNICATION
COMMUNICATION
EXPRESSION
INTERPRETATION
RESPONSE



Flannelgraph developed by: Dr. J. PAUL LEAGANS

METHODS AND TECHNIQUES OF EVALUATION

Shyam Narain Singh

The purpose of this talk is to help you to be more scientific in day-to-day observations. Scientific method is a way of accurate thinking which not only/is applicable to science but to every day living. My talk is not to make you - research worker. It is intended to help each of you evaluate your own work were accurately thereby gaining insight that will make rewarding to you.

Evaluation is something you do every day. You finish your meal and immediately evaluate it.

When you read a book you always have a reaction to it.

You just finish a meeting - very good and bad. Why was it bad or good. In the respect of our conclusions and judgement are no better than the fact you have. Through your observations you gathered facts and thereby made judgements, usually, however we do not have enough facts and if we do have we may not follow good rules of evaluation (which I will take little later) that will enable us to make sound judgement.

Introduction

If we look to the present position of Evaluation in the training program, we will probably find that in most cases it is not on scientific line. Before I go into the details of its working, I would define the word evaluation for your advantage.

Definition

Evaluation is a careful appraisal of activities in terms of objectives laid for a given program. It is a process by which the value of a given program are ascertained or analysed to enable one to understand and appreciate the relative merits or deficiencies of persons, groups, programs, situations, methods and processes.

It is a method for determining how far a given activity has progressed and how much further it has to be carried through to accomplish the objectives. It is a form of scientific enquiry, the essence of which is a process by which one "looks to see" by using valid and reliable methods. Evaluation stops us in jumping to the conclusion. It is to decrease our error in making decisions. It is to provide a factual basis for drawing conclusions and making sound judgements.

Individual efficiency is related closely as to how critically you examine your own work. Evaluation as applied to action programs therefore means the scientific process of assessment of changes that were taken place as a result of your teaching.

To an instructor evaluation means determining the values of his teaching.

Did you achieve the results you expected to achieve?

Did you use the most effective means of obtaining these results?

How can your work be improved to accomplish more with the same effort?

Purpose of Evaluation

The training is designed to bring about predetermined changes in the behaviour pattern of the trainee. Therefore, the evaluation of trainee is the process of discovering the degree to which the changes in trainee are actually being realized. Without an evaluation of the progress and accomplishment made, an Instructor cannot determine how well the teaching program has succeeded or what needs to be accomplished in future. If the objectives are satisfactorily reached new objectives can be included in the teaching plan.

Evaluation provides a basis for making advisable changes in teaching methods and procedures.

It makes greater achievement and success possible.

Evaluation in terms of objective

Evaluation of your teaching can be made only in reference to the objective of the teaching. Therefore objective of the teaching has to be made clear and observable.

Meaning of objective

Objective may be defined as the point or purpose toward which anything is directed. Changes in the behavious of the trainees are the overall educational objective toward which the extension teacher is directing his efforts. If your efforts are effective the person (trainee) who participates in the extension teaching program 'behaves' differently from the way he did before he took part. The participant knows something he did not know before; he understands something he did not understand before, he can do somethings he could not do something before, he can solve problems he could not solve before; and he has some attitudes towards things which he did not have before. The change in behaviour...these new knowledges, understandings, skills, attitudes and their application in life situations are the objectives of your teaching in which he participated.

For example the objectives can be new knowledge about contouring, better understanding of how contouring can save the soil, increase in yield and income, increased skill in planning on the contour on a favourable attitude toward contour farming etc.

Purpose of teaching objective

Teaching objective of a program have two major purposes.

(1) They serve as a guide in the selection of teaching methods to use in providing learning experience in the conduct of the teaching program.

(2) The objectives also serve as a guide in evaluation. It indicates or suggests the kind of evidence to obtain in checking on the results of the teaching program, and determining how successful it has been.

Formulating Teaching objectives as a guide in evaluation

Many times a program has been planned and conducted without objective. Instructor sometimes state objectives as things which they will do: For example, hold a class on Japanese method of paddy cultivation or assist trainees in the technique of Food preservation. The statements indicate that you will do but they are not statements of the results to be produced. Since the real purpose of extension training is not the performance of certain activities by the Instructor to teach the trainees but rather the performance of those activities to bring about change in the trainees -- the teaching objectives are these changes.

The second difficulty in formulating teaching objectives is that they are too vague. In case of trainee "to acquire knowledge of higher production" is an example of a vague teaching objective. It is a good longtime objective toward which the Instructor is working and in this sense is a general guide which cannot be used in Evaluation purpose. Therefore a specific teaching objective is required for the purpose.

Stating objectives

For objective to serve as a guide in teaching and evaluation the most useful form of stating objectives is to express them in terms which identify the -

(i) Person or group
(ii) The kind of behaviour to be developed in these people
(iii) The content including subjectmatter and the life situation in which this behaviour is to take place.

For example - VLWs (person) develop skill (behaviour) in Japanese method of paddy cultivation (content)

(Each of the three elements of teaching objectives - persons, behaviour and content)

When the objectives are thus stated they form a precise target for selection of teaching methods, a conducting the program and evaluation.

Level of objective

(i) Overall objective

"more satisfactory rural living"

(ii) General objective

"more yield per acre"

(iii) Specific objective or teaching objective

"VLW develop skill in Japanese method of paddy cultivation".

Evaluation is done at the teaching objective or specific objective. Objective at this level are concrete and tangible. The changes expected in behaviour pattern are clear and observable. The population involved is evident. The subjectmatter is definite.

After you have clarified exactly what your objectives were in your teaching, what goals you hoped the trainees would reach, what the trainee could be expected to learn and acquire as a result of the teaching that you did you have the background for an evaluation.

I think you can realize now that evaluation includes not only a measurement of the outcome of your teaching but also an analysis of the activity leading toward the results.

The success of your teaching must be measured by the extent to which these changes (in behaviour, attitude, skill etc.) are attained. Behaviour -- you can see the evidence of change in behaviour by the following:-

(1) It may be in terms of an improvement in skills - better understanding of - except an increased ability to solve the problems, a change of interest, or an increase in knowledge.

Steps in Evaluation

(1) Formulate objective - specific objective
(2) Clearly define objective formulated
(3) Fixing criteria - standard which will indicate achievement of the objective - how far the progress is made
(4) Develop method and technique of measuring what is to be measured.

various methods used:-

(a) Knowledge Test: It is important to know if a person knows information.
(b) Understanding Test: It is important to know whether a person understands or can apply certain acquired knowledge of principles.
(c) Skill or performance rating: These are used to determine skill being performed or the product resulting (degree of skill)
(d) Attitude scales: These are used to show how people feel toward things whether they are for or against certain questions, social issues or problems.
(e) Value scales: These are used to determine the value a person placed on things and to show what he thinks is important.

It is necessary to measure accomplishment in terms of criteria, the purpose of which to eliminate subjective differences in judgement. The evaluator has to develop some kind of devices as mentioned above to measure these criteria.

(5) Interpretation of results - Data collected by the instructor or other evaluators has to be evaluated and analyse before it is subject to interpretation. The changes that have taken place in trainees are the analysis of both quantitative and qualitative data.

. . .

RESPONSIBILITIES AND OPPORTUNITIES OF INSTRUCTORS

K.G. Bhandari

Our Prime Minister has described the Rural Development Schemes under the N.E.S. & C.D. programmes as a silent revolution in our country-side devoted towards building a strong and prosperous nation where every one will have equal opportunity of developing himself or herself materially, morally, culturally and spiritually. All these are essential for realization of man's ambitions and aspirations in life for developing his potentialities to the fullest extent. We are all partners in this revolution - some directly, others indirectly. Tremendous opportunities have been thrown open to all of us living in this country. Irrespective of the position and vocation every one has to contribute to his or her maximum in building new and prosperous India. This is our responsibility.

The nation building task is gigantic it is a challenge to our intellect and capacity to work. It is more so in the field of rural development, where the thinking of people has to be changed and they have to be pulled out from inertia to activity, from frustration to dynamic action and from poverty to prosperity. In our scheme of thing the multi-purpose village level worker who is the key contact man has to bring about this change. It is he who has to bring about this change. His knowledge and above all his skill im imparting this knowledge to the villagers is the key factor in this change. You as teachers of the village level workers have thus the most important and vital task in our development programme. It rests with you as teachers of the Extension Training Centres and Home Science Wings and it is your opportunity to produce workers inspired with determination, devotion, zeal, enthusiasm and sacrifice to change the face of your country for the better. You must not think that your task is small and insignficant one and your work unrecognised and unreward. On the other hand, the country looks forward to you to provide the right type of guidance to the workers whom you train and send out in the villages who are the real builders of India.

Increased agricultural production.

The overall objective of all our developmental programme is the raising the standard of life of the common man. Since the bulk of our population is directly or indirectly dependent on land stepping up food production is our immediate necessity towards raising standards of living. We are unfortunately today at such a low level of agricultural production that unless we make an all out effort to increase food production and to wipe out our deficit as quickly as possible we will not have much time to think of other things much less to devote attention to them. Due to the rapid pace of increaseof our population the third plan target of food production is placed at 110 million tons by 1955-66. This is 30 million tons more than the second plan target of 80 million tons, which in turn is 15 million tons more than the base year 1955-56.

The responsibility of producing additional food is of course directly on the cultivator but it seems well nigh impossible unless the Indian cultivator knows the scientific 'know how' and is provided with material or materials which will increase food production. His farming practices are old and out of date. His ways and methods have to be changed through education and adequate provision of funds, material and supplies. Essentially a farmer is multi-purpose man who has to develop his agriculture, animal husbandry, cooperative attitude, cottage industries, sanitation, health and housing and village roads to make his living conditions better. He therefore needs a multi-purpose worker who can advise him on all these matters to the best of his abilities and at the same time. This need made us think of training a multi-purpose workers at the village level called Gram-sevaks and Gramsevikas. The responsibility of training of Gramsevak and Gramsevika on proper lines is entirely yours.

Quality and Main Aspect of Training:

The multi-purpose village worker should during the course of training acquire the following professional and personal qualities to enable him to perform his job effectively.

- Faith in rural life and people and their progress.

- Faith in technical knowledge, understanding of Extension methods and techniques.
- Skills in the use of Extension Educational methods.
- Develop initiative, resourcefulness.
- Be inspired with zeal, enthusiasm and determination to carry out other programme.
- Ability to understand the problems of people.
- Develop sympathy and ability to work in cooperation with villagers.
- Ability to analyse situations and take responsibility for finding solution of problems.
- Develop integrity and character to gain confidence of the people.
- Ability to make technical "know how" available to people either himself on by calling upon other specialists.
- Ability to work with people to initiate them into self-help programmes.
- Ability to help people to plan their programme and projects.
- Ability to work with groups and to encourage progressive leaders.
- Ability to help people develop their own local resources of men, material and funds.

It is not simple to impart training in these disciplines, it requires good deal of planning and skills on the part of the teachers to be able to give proper training to the village workers. If the duties of teachers are to discharged efficiently and standard of training maintained at a high level to produce good and competent workers, the teachers must themselves be inspired with the above ideals, besides being fully knowing his subject-matter.

The training programme of the V.L.W. must be recognised as the hub of the entire programme of raising the standard of living through increased agricultural production. It has been strongly felt that apart from the teaching of subject matter which should be "Problem oriented" teaching of extension methods and using various aid as a means for influencing people and gaining their cooperation in development work has to be assigned a significant place in the training programme. Attention has consequently to be focussed on the Extension Education processes. The training programme has to reconcile to meet the clear

objective of preparing the Gramsevak and Gramsevika in effective discharge of their duties; primarily to educating the people to self help programme with a view to improving their living standards.

Specific needs of the training programme

Syllabus - If the overall objective of training programme is to raising the standard of living through the need for raising the Agriculture Production within a short period. The educational programme should be fitted to meet this need. This will necessarily involve changes in the syllabus and teaching methods, which will have to be modified to meet the requirement. The Instructor has thus the biggest responsibility training the V.L.W. who in turn can effectively perform the task of an Extension Educator. He may thus feel the necessity of selecting, arranging the course of study given in the syllabus. The greater the initiative shown by the Instructor in this matter, the greater is the opportunity exposed to him to make improvements in the methods of teaching and the teaching programme. This is an other important responsibility of the Instructor.

Maintenance of Records.

The Instructor should keep records of the courses of studies undertaken by him, problems and jobs, and also method and techniques followed in extension education process. This record if maintained every year will help reveal factors responsible for success, causes of failures, eff ectiveness of extension methods and techniques under given conditions.

Opportunities.

With proper qualifications experience, attitude and willingness to work hard an Instructor will have ample opportunities for promotion in the field of extension education and rural development.

Every Instructor is doing a great national service in his own field. The sense of accomplishment accompanied with execution of his responsibility will perhaps be his great reward.

If as a result of evaluation you feel that you have brought about a change in knowledge understanding, behaviour, skills and attitude of the Gramsevak or Gramsevikas - you will have the satisfaction of having done your job well.

. . .

EFFECTIVE TECHNIQUES OF CONDUCTING A CLASS ※

K.G.Bhandari

In a class room situation the following elements are involved -

- Teacher
- Learner
- Subject-matter
- Teaching aids and equipment
- Physical facilities.

The processes of teaching and learning have already been described to you by previous speakers. Effective learning requires effective teaching. The need for teaching arises due to gap between the teacher and the taught. The gap between teaching and learning must bridged by effective teaching methods and techniques. Thus, effective teaching requires effective teaching methods and techniques to impart effective learning. Effective teaching also needs effective tools in the hands of the teacher.

Experience has shown that human-being cannot be forced to learn unless a desire has been created in them to learn. Thus creation of genuine desire to learn and proper environment of learning is the responsibility of the teacher. Learning once acquired, must be lasting have application in life.

Teaching methods which can fulfil the above needs can be turmed as effective techniques of teaching. This involves three factors -

1) Teacher
2) Proper understanding of the level of knowledge of the learner and his capacity.
3) Use of proper methods to reach the learner at the level he stands and gradually built upon it.

※

Effective techniques of teaching require two basic things -

i) Teacher and
ii) Teaching techniques.

Teacher - According to the studies conducted, it has been found that a good teacher is one who:

1) Has a thorough knowledge of subject - knowledgeable.
2) Is patient.
3) Goes out of way to help pupils.
4) Has no favourites.
5) Is fair and considerate.
6) Admits when he is wrong. Admits mistake.
7) Does not get angry when asked to explain.
8) Can explain difficult subjects in a simple manner.
9) Does not control class by fear.
10) Has a pleasant and sweet manner of presentation.

Teaching techniques - The teaching techniques to be effective, the teacher must use adequate tools in the form of audio visual aids etc.

A teacher is an organiser of learning. A teacher has to be a good organiser of (i)

(i) his subject-matter and
(ii) of learners in a class.

As a good organiser of his subject-matter, the teacher must -

i) have clear objectives.
ii) plans to organise teaching in small related meaningful units.
iii) have latest authentic information.
iv) have skill in guiding learning.
v) plan carefully and rehearse before presentation.
vi) makes judicious use of teaching aids.
vii) evaluates himself.

As a good organiser of the class, the teacher has to -

- be democratic in behaviour
- help the group to discover the purpose of learning.
- delegate responsibility
- encourage initiative.
- reveal the group their weakness
- control without element of fear.

Learner - The learner is the most active and the interested parterner in the process of learning. He must be receptive and help to have an open mind. Above all, he should have desire to learn. He should be capable of learning and should understand clearly, the purpose of knowledge he is learning.

For effective learning situation, it is essential to provide minimum physical facilities, such as, good light, free ventilation,avoiding extremes of heat and cold suitable seating arrangements.

The effective techniques of conducting a class, therefore, require the following steps -

1. Creating harmonous or sympathetic relations with the learner.
2. Making the learners comfortable and willing recepient.
3. Stating the objectives of the talk clearly, precisely and relate it to the goal of the learners.
4. Relating the topic with the previous teaching.
5. Dividing the talk period in units as introduction, presentation, summary, question and answer time.
6. Deciding the best method by which the topic can be best presented.
7. Presenting the talk in simple, precide words.
8. Exposing the message several times in different ways to create overlearning by involvement of more than one sense of the learners.
9. Summarising the high-lighting the key-points.
10. Evaluating the learning - to high-light the key points to test the knowledge - to

test the understanding.

The effective technique of conducting a class can be summarised as -

- preparing the talk.
- creating report.
- presenting the talk by the help of effective teaching aids and
- evaluating the talk.

HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND A LESSON PLAN

Dr. M.P. Singh

Teaching involves choosing.

i) the content or what is to be taught.
ii) the method and technique of communication.

It is with these two aspects viz; organisation of the content or subject-matter and its presentation that we are primarily concerned in our discussions on "How to prepare an effective course outline and lesson plan".

Definition:

The term course outline means splitting up of the subjects included in the syllabus in convenient units based on jobs, seasonal requirements, sequence and priorities for an effective instructional programme. The objective of preparing an effective course outline is to provide the trainees in an accurate and logical sequence the learning experiences viz; knowledge, skill and attitude that he needs for effective discharge of his duties.

Responsibilities of Instructors in building up of an effective course outline:

a) an understanding of the educational processes.
b) knowledge of the people and understanding of their problems.
c) competence in his field of specialisation.
d) skill in communication.
e) capacity to continually examine and improve his methods.

Considerations to be kept in view in preparing a course outline:

i) It should be planned well in advance.
ii) It should be flexible.
iii) It should be able to meet the needs and interests of all members in a particular class.

iv) The training schedule should be based on the needs and jobs of the Gram Sevaks/Gram Sevikas.
v) The course outline should provide for instruction under actual field conditions in which the trainees are expected to be ultimately placed.
vi) The seasonal activities need to be considered while preparing the outline.
vii) It should indicate the weightage and priority to be given to different topics in a subject.
viii) The topics should be arranged in a logical order to provide maximum learning experience.

Suggested procedure for preparing a course outline:

(In case the syllabus is being developed at any other place than the training centres.)

In such a situation, as soon as the syllabus of VLW or Gram Sevika is being received at a training centre, the relevant portion of the syllabus be sent to concerned instructor for study examination and comments. It will be desirable if each extension officer, working in the neighbouring block also be provided relevant portion of syllabus in their particular fields for thorough examination and comments.

2. Hold meeting of the instructional staff. Also associate Block staff in these meetings. Some experienced VLWs and Gram Sevikas should also be associated in such staff meetings. The following points may be considered in the meeting.

a) The jobs which the VLW or Gram Sevika is expected to do in each field of activity.
b) Whether the content of the subjects included in the syllabus prepares the VLW/Gram Sevika for their job in the field.
c) Whether the course needs some modification (addition or deletion of subject-matter) in view of the local conditions.
d) The time limit in which the prescribed course can be covered.

3. Based upon the above considerations, the course may be broken down into annual monthly and weekly schedules.

4. Fix priorities and sequence among subject units based on local and seasonal needs.

5. Break down the course into:

a) class-room lectures.
b) camp practicals.
c) village extension work.
d) field trips and study tours.

6. Total allotment of periods or time required for class-room lectures, camp practicals, field practicals, study trips and village extension work in a particular subject be decided and necessary adjustments be made in between various subject units, if required.

7. Indicate periods alloted for each of the above. Adjustments may be made where necessary.

8. Keep the course outline flexible to include local knowledge and experience.

9. Review and evaluate course outline periodically in consultation with block staff, progressive farmers and the trainees themselves.

10. If desirable make necessary amendments in the course outline after evaluation. This will make the course outline more effective and useful for learners.

Lesson planning - general principles.

Experience has shown that a lesson is not merely a means of doling out facts. It can be an occasion for learning, for thinking, for understanding provided effective learning situations are created. A good teacher has to carefully plan his instructional programme for maximum educational attainments.

Three considerations largely determine the success of a lesson. These are:

i) Preparations of the subject-matter by the teacher.
ii) Presenting the subject-matter suitably to the class.

iii) Self effort on the trainees part in learning what is presented to them.

The careful preparation by the teacher is generally put down in form of 'lesson-notes'. These notes fully indicate the steps which instructor is going to follow in his teaching.

What is a lesson plan?

It is a statement of the aims to be realised and the specific means by which these are to be attained as a result of activities during the period the class spends with the teacher.

Value and necessity of lesson planning:

i) Lesson planning ensures a definite objective for each days work. It forces consideration of goals and objectives.
ii) It ensures association between various lessons in the same main unit, the selection and organization of subject-matter and materials.
iii) It enables the teacher to know the most desirable types of teaching methods and to prepare tests for judging the outcome of instructions.
iv) It prevents waste because it helps the teacher to be systematic and orderly.
v) It provides continuity in the teaching process.
vi) Lesson planning stimulates teacher to introduce pivotal questions and illustrations.

Prerequisite of lesson planning:

i) The teacher must know his subject-matter well.
ii) Awareness of the various principles of teaching and learning is essential for successful lesson planning.
iii) Awareness of individual differences in the class is another useful prerequisite.
iv) The teacher should also know what knowledge of the topic the trainees already possess.

Essential elements of a good lesson planned:

i) A good lesson plan should be preferably written.
ii) Objectives both general and specific should be clearly stated.
iii) The lesson plan should clearly show relationship between what has gone before and what is to follow.
iv) The materials of instructions should be well selected and organized.
v) The plan should indicate teaching techniques to be used - presentation of the lessons - what questions are to be asked - what illustrations are to be used.
vi) The plan should include 'Doing' assignments so that the trainee learn by doing, by applying the new learning.
vii) The plan should indicate all the 'aids' that can be used for a particular lesson.
viii) It should indicate the "reference" for use.
ix) The plan should include evaluation exercises.

The steps of a lesson plan:

A lesson is often thought of as having four steps:

(1) The warm up of preparation step:

(2) The presentation step:

(3) The application step:

(4) The testing or check up step:

NB: For further details refer to the Guide Books produced by Instructors in the first course from April 20 to May 1, 1959, and second course from May 4, to May 15, 1959.

. . .

MAKING THE PRACTICALS EDUCATIONAL BOTH ON AND OFF THE CAMPUS.

G.S. Baweja

In the earlier talks given by various speakers, it was pointed out that quite a number of man-made forces have been designed with a view to narrowing down the gap between the man's inherited and environmental forces. The objective is to bring about an all round improvement. To my mind the most important single force designed in our country is the National Extension Service which aims at raising the standard of living by helping the people to help themselves. In this gigantic programme of community development, large number of functionaries are involved. The major responsibility of initiating the process of change in human behaviour rests on the shoulders of V.L.W. Thus, it is he who is going to determine the success or otherwise of this programme. We, as trainers have thus an important role to perform in giving the right type of training to the V.L.W.s.

In the Extension Training Centres, theory and lectures are the two most important aspects of imparting training to the V.L.W.s. Theory implies 'know-how' where-as the practicals involve its application. Since the V.L.W. has to act as a multi-purpose worker, his training consists of a variety of subjects which are primarily of technical nature. In order to make our teaching more effective, it is imperative that great emphasis should be laid on the practicals. In fact teaching cannot be educational effective and conducive to learning experiences unless it is backed by good deal of practical training.

In order to help the villagers to help themselves, the V.L.W. is expected to carry out certain specific jobs, which necessitates training programme to be job-related. In order that he can carry out his assignment effectively and efficiently it is obvious that he should be equipped with certain amount of knowledge, skill and attitude to act as a good extension worker. To achieve this end, it will be desirable to design a number of

learning situations in which our V.L.W. trainees will be stimulated to think, plan and execute jobs with their own initiative and under the guidance of the teacher. When practicals are not properly planned, organised and conducted, they may result in sheer waste of time, money and energy.

Definition -

Practical is a very elastic term and can be defined in a number of ways. Just as theory is 'know-how', the practical is a'do how'. We can also define the practicals as exercises given to the trainees to prove and demonstrate the scientific truth. Keeping in view the educational role they play, we may define the practical as a learning situation designed to enable the trainees to learn by seeing, hearing and doing.

In considering the objectives of practicals, let us, first of all, attempt to determine the Over All Objective of the National Extension Service of which our training programme is an integral part. The over-all objective of this national movement is to raise standard of living of the masses by helping them to help themselves. This may be further split up in terms of general objective of our training or say practicals. The entire programme of Extension Training is designed to produce efficient village level worker who has to serve as a common agent to all the Development Departments at the village level. We can expect him to do his job well and initiate the process of change in people only if he is equipped with the certain amount of knowledge, skill and attitude. Thus, our training should equip the V.L.W. with - :

KNOWLEDGE

1) Important facts and information about rural people and problems in rural areas.
2) Knowledge about at least the simple improved methods of farming, health and sanitation, craft and village industries and home living.

3) Knowledge about the principles and methods of programme development.
4) Knowledge about good extension methods.

SKILLS.

i) Ability to conduct meetings and discussions.
ii) Ability to locate and work with leaders.
iii) Ability to demonstrate simple improved methods of farming.
iv) Ability to analyse situations and solve village problems.

ATTITUDE.

a) A desire to work with villagers for their improvement.
b) A desire to learn from villagers and show them improved methods.
c) A desire to involve people in programme planning and execution.
d) To derive satisfaction from seeing people take up improved methods or practices.

In this connection, the Estimates Committee in their report for the year 1956-57 sounded a note of caution to the effect that "no effort should be spared to inspire the trainees with a living faith in the Plan, so that they may perform their duties with zeal and with a missionary spirit to work among the village people."

It will, therefore, be appreciated that the General Objective of our practical is to enable the trainees to acquire requisite knowledge, skill and attitude. When we further go down to individual practicals, it will be realised that each practical has certain specific objectives. Unless those specific objectives

are fulfilled by the practicals, we cannot call them educational. The following are some of specific objectives -

i) To impart knowledge of improved agricultural practices and allied subjects in a systematic manner.
ii) To inculcate in the Trainees the habit of doing things by planning systematically and effectively.
iii) To train him in the habit of group thinking and group action.
iv) To train him in the habit of democratic ways of thinking and acting.
v) To develop sympathy, love and regard for rural life and people.
vi) To develop initiative, originality and zeal for doing any job assigned to him better than before.
vii) To develop love and dignity of labour.
viii) To develop habit and ability to think, learn, and work by himself.
ix) To develop ability to apply available knowledge to new situations.
x) To plan and carry out simple social surveys or simple farm experiments; to collect data, analyse and interpret the same.
xi) To develop a sense of observation and analysis.

Selection of Practicals -

While selecting the practicals, first of all it would be necessary to examine the exact role of Gramsevak. The role of Gramsevak today may not be the same as it was a couple of years back. Likewise it may again vary in the years to come. It is now being appreciated that the V.L.W. is saddled with too many responsibilities. Like any human-being, he has got limited capacities and we cannot expect him to do too many jobs. Keeping that in view the latest thinking on the role of Gramsevak is that he should be

relieved of certain responsibilities so as to concentrate on the few most important aspects of rural development. It is only then that he can give his best. As it is, he has to perform a number of jobs. In order that he could do those jobs efficiently, it is necessary that he should possess the requisite knowledge in the subject. It is equally necessary that he should know the techniques or the extension methods by which he can put across the knowledge to the villagers. We should, therefore, while selecting the practicals in different subjects, ensure that they provide -

1) the best learning situation.
2) the opportunity to think ahead, plan and implement the assigned task.
3) every practical should be co-related to theory and supplement the knowledge already acquired.
4) should provide the opportunity to gain his satisfaction and sense of accomplishment.

To achieve these ends, it is imperative that the practical should be job-related and problem orientated and may be performed in -

i) Class room or laboratory.
ii) Farm.
iii) Village.

Democratic organisation of trainees such as Press Committee, Cultural Committee provide valuable learning situation and are highly educational experiences.

It is well known that "showing is better than telling." Thus, the practical may also be in the form of study tours, field trips, sight seeing which can be highly educational, if properly planned, organised and conducted.

Planning & Organisation -

Before we plan the practicals, it would be highly desirable that the objectives are clearly understood and accepted by the training staff and the trainees. Not only that, it would also be a good idea to associate the Block staff and villagers with whom the V.L.W. is ultimately going to work. In order that they are educative, the following situations should be avoided -

1) they should not be conducted just to mark time.
2) not serve as labour assignment.
3) not used as a stop-gap arrangement to fill the time gap.

While planning the practicals, the physical resources, the time, the funds, and such like factors must be borne in mind. There should be proper adjustment between the theory and practicals. We should prepare a plan of practical for the entire year in different subjects which may be further divided on seasonal, monthly and weekly basis. The equipment required for conducting the practical should also be obtained and checked up well in time. Such a plan need not be very rigid and should be elastic to accommodate unforeseen eventuality. They need to be designed to suit the agricultural conditions, practices, season, hour of the days and such other factors. Generally, theory precedes practical.

When the practicals are conducted off the campus, such as, in the villages, it would be necessary, first of all to provide necessary supervision and guidance to the trainees. They may then, after certain practice, demonstrate the various practices to the villagers. While going on study trips or excursions, it would be necessary to ensure that the persons who are associated with the programme are informed well in time. The board, lodging and transport arrangements must be looked into. In order to make such practicals more purposeful, it will be a good idea to explain the details and objectives of the visits before starting tours and visits. The distribution of printed material giving high-lights of the places to be visited will add more meaning to the visits.

Excursions or study trips may be planned in the slack season whereas indoor practicals can profitably be organised when the weather is not favourable.

During the summer, the practical classes on the farm or in the villages should be conducted in the cooler part of the day and library assignments and class room lectures must not follow immediately after hard mannual work. Every effort should be made to avoid practicals by thetrainees with empty stomach or after heavy meals.

Conducting practical -

To be educational, every practical requires planning, preparation and organization. Failing that they may loose their educative value and instead be taken as impositions or labour assignments for the trainees. Following are the important steps which must be followed in logical and psychological sequences to ensure the educative value -

1) Collection of informative material.
2) Objectives.
3) Equipment.
4) Steps to be followed.
5) Demonstration.
6) Observation by the trainees.
7) Discussion.
8) Practicing.
9) Keeping records

In addition to the above, there are certain pre-requisites for an Instructor which will help him making the practical more educational -

i) he should know the subject matter thoroughly.
ii) he should have the necessary ability and confidence in imparting knowledge and skill.
iii) he should have the right attitude particularly for village work problems.

iv) he should have the ability and patience and ability to supervise and guide.

v) he should conduct the practical at the right timeat the right place and in the right manner.

It is important that the practicals are properly supervised by the Instructor. Supervision does not mean physical presence of the instructor or bossing over the trainees in getting the work done. The object is to maintain discipline and induce the trainees to do their best in accomplishing the task assigned to them. Proper supervision also helps to keep the trainees interested in the work, put them on the right track and also alive to the objectives of the practical. The recognition rendered by way of proper supervision also encourages the trainees to do better job and accomplish more.

Evaluation -

Periodical evaluation is necessary to assess the progress of any activity. It may not be true to presume that each instructor knows his job best. In order, therefore, to determine how far the training given by the instructors needs improvement, he should get himself evaluated on the unsigned proforma by the trainees. These proforma can be designed to suit the different situations. Evaluation can also be done on the basis of knowledge acquired by thetrainees. It is often said that "IF THE LEARNER HAS NOT LEARNT, THE TEACHER HAS NOT TAUGHT." Thus the trainees may be evaluated by -

1) Oral tests.
2) Group discussions to elicit whys & hows.
3) The quality and quantity of achievement by individual trainee.
4) Records maintained by the trainees.
5) By conducting periodical objective test.
6) By systematic follow up studies of the trainees in the field.

EFFECTIVE USE OF SYLLABUS IN DETERMINING PROPER EMPHASIS AND PRIORITY IN FORMULATING OUTLINES FOR CLASS ROOM INSTRUCTION AND PRACTICALS

M.P. Singh

Definition

A syllabus, in essence, includes the outline of subjects in which knowledge and training - in theory, practice and extension - are intended to be imparted in a given period. Thus it embodies the guiding points on the subjects included to meet the basic requirements of the various aspects of the training course.

Role of the syllabus

The syllabus should serve the following important role and functions:

(i) serve as a blue print, both for the trainees and instructors, of the relevant information in respect of the intended training.

(ii) held the instructors to know the content of the course in more precise terms in order to enable them to plan their instructional programme in advance; to anticipate the needs of the learners and their own in the shape of reference books, teaching aids, supplies for practicals, outside help etc.

(iii) bring a certain uniformity in the standard of teaching, working and procedure of training, with of course such regional adjustments as necessary, so that ultimately the training centres should be able to produce a band of extension workers having a basic understanding of the community development programme and a common goal and purpose to fulfil the needs of the rural community.

(iv) indicate the priorities and weightage to be given to specific items in the different subjects to be dealt during the training period.

The essential purpose of the syllabus should, therefore, be to equip the trainees for effective discharge of their duties as extension workers in rural areas.

Present syllabus and the extent to which it fulfils the needs:

In this context it is necessary to define the role of VLW or other extension workers in the community development programme so that we may be in a position to examine whether the present syllabus fulfils their needs.

The objectives of the community development programme are to:

Encourage, motivate and assist village families to develop and execute individual farm and home plans which will

1. Increase agricultural production
2. Improve housing, sanitation, nutrition
3. Improve incomes and general living conditions.

Encourage, motivate and assist village communities to build up effective panchayats, cooperatives, schools and voluntary adult and youth organisations so that they can help plan and execute programmes which will:

1. improve village agricultural production, credit and marketing facilities;
2. improve village health services and practices;
3. improve educational facilities and quality of education, and raise the status and economic well-being of the village teachers;
4. provide employment opportunities for the landless labourers and those with small holdings who can at best be only partly employed on the land;
5. motivate all people to work together without regard for caste, creed or status, in a continuous effort to re-build as "images of India" all its villages.

The VLW has essentially to work towards this objective. His basic role as an extension worker is to motivate village people, create in them an urge for better living, guide and assist them in its attainment through self help programmes. In more specific terms he is concerned with bringing about an improvement in the standard of living of rural people through increased production - mainly in the field of agriculture. It has been recognized that the methods of community development must be those of extension education and the VLW as an important member of the extension agency has essentially to play the role of an extension educator.

The actual role of the Gram Sevak, however, has varied very considerably and there still seems to be a great deal of confusion regarding his exact responsibilities. It is interesting to note that the last three successive Evaluation Reports have stressed the need for a redefinition of the role and functions of Gram Sevaks. The Evaluation Report of April 1956 states that "in many projects a considerable proportion of Gram Sevaks time has been taken up in physical distribution of seed, fertilizer etc. and in arranging for loans for these things. Also as the emphasis of the programme has gradually shifted to construction activities, these have taken an increasing proportion of the Gram Sevaks' time. Thus there has existed a gap between what theGram Sevak was supposed to do and what he actually had to do in the field - a gap which has led to some misunderstanding between the field and the training men; the former finding the training too theoretical and the latter seeing that the GramSevak was not doing the things for which he was trained".

In the Evaluation Report of 1957 the need for more precise and adequate definition of the role and function of the GramSevak has again been emphasized in the following words:

"So long as the projects were spending large sums of money on various types of construction works, these works occupied most of the time of the Gram Sevaks. But with the sharp fall in construction activity in the post-intensive phase, this part of the Gram Sevak's work has been greatly reduced.....The more general position appears

to be what has been already stated, viz., that the Gram Sevaks are developing a sense of frustration, do not quite know what to do with their time now that they do not have much construction work to look to, and in any case feel that they would be ineffective because of the considerably smaller volume of funds at their disposal for disbursement to the villages. It is, therefore, imperative that the question of the role of the Gram Sevak should be fully thrashed out, and his task more precisely formulated.

From a study of what has been said about the Gram Sevak by the Planning Commission and the Ministry of Community Development, it appears that his role is conceived essentially as that of a multi-purpose worker. The following appear to be the chief ingredients of his work:

1. He is an extension worker in the production field, educating the villagers in better techniques of agriculture and animal husbandry and promoting irrigational and other productive constructional works.
2. He is an extension worker in other fields as well, such as cooperation, panchayat activity, social institutions, and sanitation. As such, he is supposed to promote human development in his area. In particular, he should encourage local people to assume leadership roles for purposive action, stimulate the community to organise itself for programmes of collective benefit and in general initiate a process of cooperative action for progress in the village community.
3. He should specially help youth, women and other sections needing special assistance, to organise themselves for their own benefit and for contribution to the advance of the community.
4. He should serve as the principal and effective channel of communication between the development authorities of Government and the village. As such he is the spokesman of many Government departments and the communicant of village needs and problems to these many departments.

5. He should function as the sevak or servant of the village and help individual villagers to plan their production, solve their technical difficulties or get competent technical advice on the same, secure them supplies, and generally be a friendly guide.

In actual fact, the Gram Sevak has not been able to perform these functions; and it is not surprising that he should have been unable to go so in view both of the multiplicity and complexity of the functions involved and of the very inadequate training that he has received for coping with these functions ..

The fifth evaluation report (1958) has collected data on the functions actually performed by the Gram Sevaks in different fields of development activity. It is interesting to see how the concept of multipurpose extension worker whose concern is to carry new ideas to the villagers and help them adopt these has been actually realised. The following data throws light on this issue -

Agriculture

"In the field of agriculture the GramSevak is associated with agriculture extension functions such as popularisation of improved seeds and manures, field demonstrations etc. He has also to look after arrangements of loans for seed, fertilizers and other supplies and frequently to attend even to their physical distribution. In a correct set up, the Gram Sevak should not have to spend too much time on arranging supplies and credit.

Animal Husbandry

Vaccination of cattle is one of the more important items of work in the field of animal husbandry. The Gram Sevaks also attend to vaccination and inoculation of human beings.

Works

The Gram Sevak is associated with the works programme in nearly all the blocks and is expected to help communities take up such works and to mobilize them for participation.

Other activities

Organisation of small savings drive has been made the responsibility of Gram Sevaks in a number of States. Development of Panchayats and cooperative societies - educating villagers in the need for these democratic institutions and rendering all possible assistance for their effective functioning is one of the most important functions of the Gram Sevak. In some States Gram Sevaks are also associated with technical or purely legal duties such as those involved in supervising a cooperative society, auditing its accounts or maintaining the records of a Panchayat".

The C.O.P.P. Study Team on Community Projects in their report have mentioned that "within his circle the Gram Sevak should perform the following functions -

1. The entire agricultural extension programme including plant protection, agricultural engineering and horticulture.
2. The entire animal husbandry programme including castration, first-aid and inoculation of cattle and improvement of fodder; development of fisheries, development of poultry.
3. First-aid and distribution of standard medicines as part of the public health and medical programme and improvement of environmental sanitation.
4. Assistance to teachers and other workers to plan and execute the social education and primary education programmes.
5. Organisation of Shramdan.
6. Programme of field education for members of cooperative societies; the Gram Sevak should, however, neither hold any office nor be responsible for any office work in any local cooperative organisation.

7. As we propose that all development work should become the responsibility of the village panchayat, there should be an organic link between the village panchayat and the Gram Sevak. We, therefore, propose that he should be the development secretary of the village panchayat, when a single village panchayat covers his circle; otherwise of the council of all the village panchayats in his circle; but he should not in any manner be responsible for any other work of the panchayat including the management of its office.

It will thus be observed that the necessity to redefine the role and function of Gram Sevak still remains. Unless this is done, the training of Gram Sevaks cannot be 'job-related' and there is always a danger of a conflict between the role for which the Gram Sevak is trained at the training institutions and the job which he has actually to perform in the field. It is obvious that the content and organisation of the syllabus used at the training centres will depend on the role of the VLW in the field.

Keeping the primary role of the Gram Sevak as an extension agent in view, we may attempt to list some of his essential requirements. The Gram Sevak or any other extension worker should:

1. possess a better understanding of the rural people, their aspirations, attitudes and reaction, social and cultural set up in which they live. He should thus have a basic understanding of social sciences.
2. have at least the knowledge and understanding of the basic principles and problems connected with rural life and should be able to help village people to solve these through their own effort.
3. have a basic knowledge of all the subjects touching rural life with emphasis on agriculture, the field in which he has to devote 80% of his time.

4. have knowledge and understanding of the various extension techniques and methods to approach people and effectively communicate ideas and skills so that the village people may ultimately adopt them with a view to improving their standard of living.

Suggested modification in the present syllabus

It has now to be examined if the present syllabus is correlated to the needs and requirements of VLWs as mentioned above. A close scrutiny of the syllabus reveals that it needs modification at least in following important respects:

1. The subject of rural economics including farm planning and management, marketing and land tenure system should be added.
2. Fundamentals of rural sociology, psychology etc. should also be included as without an adequate knowledge of the people, their cultural patterns, currents and cross currents of their thinking, their behaviour, the socio religious impact and changes not much could be achieved in handling and understanding the villagepeople and their institutions.
3. re-emphasis on the concept and philosophy of community development programme.
4. Emphasis on extension education techniques and methods as it is well known that the VLW at present is unable to effectively transmit the knowledge of improved practices to the cultivators through various extension methods.
5. Basic concepts and principles underlying the formulation of five year plans.
6. Role of village institutions - Panchayats, Cooperatives and schools in rural development.

It is thus necessary to reconsider the weightage and emphasis to be given to different subjects included in the syllabus. The extension worker needs to see basic natural sciences and technical agricultural subject matter from a functional view point. They should acquire and understanding of the subject matter to an extent that they can apply the knowledge in a very practical way. The training has, therefore, to be made less descriptive and formal and more realistic where emphasis is laid on communication of knowledge with the ultimate objective of improving the standard of living of rural people.

Use of syllabus as a guide to organising instructional programme

For the extension workers purpose, curricula are more valuable whenever learning experiences relate the basic sciences and technical subjects to farm, home and community situations that they will encounter after employment. It is, therefore, necessary that effective use of the syllabus is made in formulating outline for class room and practical instruction. The syllabus should not be followed mechanically but should be so organised as to enable the trainees to grasp the ideas and the contents of the subject matter clearly and thoroughly within the allotted period. Various items in the syllabus should be taken up systematically so as to ensure maximum of integration and continuity in the training programme. The following considerations may be kept in view while formulating the instructional programme on the basis of the syllabus:

1. The three aspects of the instructional programme, viz., class room instruction, practical training at the campus and extension work in the field should be maintained and should follow in a logical sequence.
2. The procedures and methods employed in the training should be so devised so as to result in maximum educational value.

3. The programme of institutional training should be so developed as to take advantage of the seasonal activities in the field.

4. The institutional training should be supplemented with planned visits to the villages for field extension work. In other words an understanding of basic knowledge in a subject matter should be followed by acquisition of skills needed for transmission of the knowledge to the cultivator.

5. Coordinated programme of work of various departments such as agriculture, cooperatives, panchayats should be taken into consideration while formulating the teaching programme so that the trainees could have an understanding of the necessity of implementing a coordinated and integrated programme in the field.

Based upon the above considerations, the monthly break up of the syllabus should be worked out in a staff meeting where the Block staff and if necessary some progressive farmers may also be invited.

Having determined the monthly instructional programme, the instructors should prepare lesson notes on each item of the subject to be covered during a particular month. Teaching involves the selection of proper content, developing a definite order of presentation and the use of appropriate methods. The role which the Gram Sevaks and Gram Sevikas have to play in the community development programme implies that their training should be "job-related". Various items of the syllabus to be covered during a month could conveniently be broken into a series of jobs and analysed carefully. A complete analysis of the job may well include at least three points:

1. Steps involved in doing a job.
2. Standard or accepted practices to be followed.
3. Interpretive science and related information.

Once the job has been analysed, there still remains the important task of planning rather definitely just how the job will be presented to a class or group or an individual. This situation calls for a teaching plan which should involve:

1. An analysis of the situation with regard to a job in the locality and with reference to those whom instruction is to be offered.
2. A statement of teacher objectives - what the teacher is attempting to accomplish.
3. An outline of teaching procedure to be followed which may include -
   - (i) Preparation for presenting the job.
   - (ii) Presentation of the job.
   - (iii) Providing opportunities to the trainees to do the job under supervision.
   - (iv) Testing that the Trainees can effectively do the job and in turn present it.

It is only through such a careful organisation of the instructional programme that we may ultimately hope to improve the quality of training at our Training Centres and produce a band of trained effective extension workers.

. . .

YOUTH POINTS THE WAY

B.R.Raisinghani

Our National Government by organising the National Extension Service has pledged to work with the people. Through this agency effort is being made to improve the farmer's knowledge, skill and attitude so that he becomes more effective in his work and is able to identify and solve his problems through self-effort. In this programme of Extension Education the trained Gramsevak is helping the adult farmer in farming and field work while the trained gramsevika is assisting the village woman in her home and domestic work. But what are we doing for the village youth?

As an Extension worker you have gone to the villages and talked to the villagers about their desires, aspirations and attitudes. You have asked them questions to find out their problems and needs. Some villagers might have told you that they want an approach road to their villages, some probably may have asked for the drainage arrangements for their water-logged areas,others perhaps required more irrigational facilities or fertilizers or improved seeds etc. But you must have heard from almost every one that they all desired that their children should have better opportunities in work and in life. This is true of the urban people as well. We all want that our children should enjoy life in a little better manner and have a bit more than what we ourselves have had. It, therefore, becomes necessary that if the village children and youths are to get better deal then they must be trained, guided and prepared to face life and grow into better farmers and better citizens. All this means that our Extension Educational Programme should not only be restricted to adult village farmers and village women but be extended to the village youth also. Extension work with the youth will not only produce good progressive farmers and build up a strong and vital rural community but also the agency itself will establish early confidence and faith in its organisation and facilitate its future

work considerably.

The youths by nature are receptive to new ideas and new practices. They do not ask too many questions. Their spirit of 'trying new', helps the extension worker even to reach and influence their parents and village elders to make them think anew and adopt new ways of working and living. To give just one illustration, in the village Gharbia (U.P.) sericulture was introduced through the Young Farmers' activities. In the beginning the village farmers were not in favour of taking up sericulture as it involves boiling of cocoons which means killing life and killing life was not favoured by the villagers. But there was one boy (Sri Hukum Singh) who came forward to take up this sericulture and when he made little profit from this project, the other boys followed his example and gradually the practice spread in the whole village even amongst the adult farmers. In the year 1956 the net income to the farmers from this project was Rs.1,244/- and in the year 1957 it was Rs.1,528. The profit will naturally increase in the future years.

Shri U.N. Dheber has said "Caste at the individual level breeds arrogance, at the social level rivalry, at the national level divisions." The Extension work with the youth can also help overcome evil effects of castes and party factions in the villages.

The illustration of village "Chichore" where 7 murders took place due to caste and village factions will be of interest to you. In this village 3 years ago a Young Farmers' Club was organised by the Planning Research and Action Institute, Uttar Pradesh. This club has members from all the village castes who sit, play and work together. The educational effect of the club has been so much that these young ones have influenced their parents to come together and live in peace and harmony. This proves that extension work with the youth is essential for the balanced village development.

The village children and youth of different castes and communities while playing with each other do not think about their castes and creeds. Their right up-bringing and training can help them to remain free from evil effects of the caste and petty factions in their adulthood also. This can be possible if the youths are organised into Clubs or Associations or Dals or Sanghams, Through the club activities and educational project programme, the youth can be trained, guided and educated to grow into better farmers and better citizens. The following steps are suggested to organise successfully the Young Farmers Clubs -

1) Know the village, its people, traditions and customs, its economic - conditions and agricultural practices.

2) Know its leaders and school teachers, Panchayat, Cooperative etc.

3) Meet the village elders and influential village people and enlighten them with aims and objectives of the club programme.

4) Orient parents and gain their confidence and give them opportunity in planning and implementing the club programme to engender the feeling of parternership.

5) Through the help of teacher, meet the boys and organise them into recreational groups to start with. Also take advantage of natural groups and bind them together with the club programme.

6) Form a club Management Committee and also choose a local leader with aptitude of work with the youth.

7) Organise sports and games for the young club members and after the game, introduce the idea of economic and educational project programme.

8) Choose a definite meeting place.

9) Explain the club members the democratic and parliamentary procedure of working and teach them to choose their own office bearers.

10) Allow the club members to select their own work.

11) Help the club members to plan their project work and see that it is carried out.

12) Help the club members to keep the record of their project work.

13) Evaluate the record work from the economic and educational angle with the help of the member himself.

14) Organise study tours and trips to the Agricultural Research Station and other places of cultural and historic importance.

15) Arrange games and competitions.

16) Spot junior leaders, train them and utilise them.

17) Occasionally bring parents and other village elders to see the club programme.

For details of the club constitution, objectives, membership, club management committee, kindly refer to All India Work Seminar Report dated 20th April to 1st May, 1959. For selection of local leaders who will guide the club work and for similarities and differences on learning of different age groups of the club members, kindly refer to the All India Work Seminar Report dated 4th to 15th May, 1959.

. . .

WORK GROUP - I

HOW TO CONDUCT RESULT AND METHOD DEMONSTRATIONS EFFECTIVELY

Introduction

The aims and objectives of the Community Development and National Extension Service movement is to raise the standard of living of the rural people who constitute about 82% of the total population. Village Level Worker who is the last link in the chain of the extension workers engaged in this gigantic task of the rural upliftment and who is in direct contact with villagers, must play the pivotal role in this movement. In order to be effective as a teacher of this out-of-school educational system, the gramsevaks should have a thorough knowledge and understanding of the essential principles of learning and teaching and should also have capacity to communicate the results of research (message) to the people in the villages. Whatever the message is, it must be transmitted through a channel. Channel means the methods that are used to get the message to the audience. The methods or channels selected by the VLW are extremely important. Each method has its particular value and limitations. Methods involving combinations of seeing, hearing and doing naturally give better results.

When we teach by demonstration, we show someone how to do a new job; or we show him how to do an old job better. The strength of the demonstration lies in its obviousness - its appeal to logic and reason. It is there before our eyes. It works better than the old method. Its use would bring improvements.

Extension uses two types of demonstrations -- Result and Method.

RESULT DEMONSTRATION

Result Demonstration is a means of communication involving the application of scientifically proven methods and the results thereof, in comparison with local traditional methods and their results, through seeing, hearing

and doing. It is a demonstration and not an experiment.

Comparison is the essential ingredient in the Result Demonstration. Whether it is a comparison between compost and no compost; good seed and poor seed, fertilizer and no fertilizer; dusting for insects and no dusting for insects - the results are there for all to see and judge.

Simple clear-cut Result Demonstrations with one single practice comparison, from a teaching point of view are most desirable.

Specific steps essential for a successful Result Demonstration

Effective Result Demonstrations should be planned very carefully.

1. Preliminary plans made

(a) Objective - What is to be accomplished should be stated in definite and precise terms.

(b) Collection of information - All information about the practice including rural information should be collected.

(c) Discussion with the expert - Any expert or the subject matter specialist may be consulted about the suitability of the practice.

(d) Discussion with people - Help of the village people for making plan should be taken.

2. Selection of site

(i) Should be easily accessible and if possible should be by the side of the main road and centrally located.

(ii) Should belong to a respectable person in the village and if possible from average income group. The selection of Demonstrator should invariably be made by the villagers themselves. This is necessary to get effective results from the demonstration.

3. Preparation of detailed plan of work on paper

It involves the following:-

(i) Objectives are to be made absolutely clear.

(ii) Enlist all the participants involved:

(a) Demonstrators
(b) Leaders
(c) Staff
(d) Learners - villagers

(iii) Site

(a) Location
(b) Facilities for comparison
(c) Physical facility
(d) Marking of the site (putting up sign boards in the local symbols or langua

(iv) Meetings to be held

(a) Purpose of the meeting
(b) Participants
(c) Date, time and place of the meeting

(v) Equipments and materials

A detailed list of equipments and materia required for each step is necessary.

(vi) Techniques to be adopted

The different methods of communication tha are to be employed in conducting the Result Demonstration.

(a) Visual aids
(b) Method demonstrations
(c) Discussions
(d) Mass media consisting of newspapers, magazines etc.,

4. Execution of the plan

(i) Review the written plan of the demonstrator.

(ii) Assist in getting demonstration underway to make certain that the omission of some key points has not been made to make the later work fruitless.

(iii) Proceed step by step, encourage people to participate. Discuss.

(iv) Highlight the key points.

5. Visits to the demonstration

Visiting the plot often keeps the interest of the demonstrator high, keeps the eyes of others on the process also. Careful plans for these visits are necessary.

6. Publicity

The various methods of publicity such as Press, news stores, radio, photographs are desired.

7. Records

Correct records of all operations are to be kept.

8. Follow up

Arrangement of frequent visits of the people to the place of demonstration at proper stages to emphasize the results and to keep up enthusiasim and interest created and clarify doubts, if any, in the minds of the individual are necessary.

9. Evaluation

The effectiveness of the demonstration by knowing the number of people who have accepted the new practice.

Advantages of Result Demonstration

Advantages

1. Proves the worth of the research findings under the local condition and desirability of adopting the improved practice.
2. It is useful in introducing a new project.
3. Increases confidence of Farmers in the extension agency.
4. Helps in discovering local leaders.
5. Appeals to the eye and reaches large number of people.
6. Local costs, local data are furnished and it thus provides a good source of information for meetings, radio talks and so on.
7. Important in working with minority groups with whom extension workers have had little contact.

Limitations

1. Requires large amount of time, a great deal of planning and scheming.
2. It is one of the most expensive methods of extension teaching due to large amount of the worker's time and travel required to plan the demonstration, select the demonstrator, start the demonstration, keep in touch with its progress, see that it is properly completed and that sufficient records have been kept to establish proof of the value of the practice demonstrated.
3. Good demonstrators difficult to find.
4. Nature and weather conditions sometimes upset the demonstration.
5. Difficult to bring the people at stage when it is most convincing.

Exploiting the values of a significant Result Demonstration

1. People are motivated to try improved practice when they get an opportunity of hearing the experience from the successful demonstrator.

2. A successful result demonstration provides a good source of information for meetings, radio talks, songs, exhibitions etc.,
3. Photographic records of the successful demonstration can be suitably exhibited through press, platforms and stages.
4. Field trips and study tours to the place of successful demonstration, followed by discussion with the demonstrator, mark a lasting impression in the minds of the visitators and motivate them to try the new practice.

METHOD DEMONSTRATION

Method Demonstration is the form of teaching where we show, how to do jobs step by step and why we do it. Through method demonstration we can teach a new skill or show how to improve an old one. Learning in this method is instinctive involving, seeing, hearing, as well as doing. The demonstrator may be an extension worker or a trained farmer.

Steps involved in conducting a successful Method Demonstration:

1. Determination of subjectmatter

(a) Are new skills developed through research, or old skills not being performed successfully, involved?
(b) Is it suitable for visual presentation to a group?
(c) Can the demonstration be repeated satisfactorily by local leaders?

2. Planning

(a) Objective of the method demonstration should be stated in definite, specific, exact and precise terms.
(b) Necessary information regarding the demonstration should be carefully collected from all possible sources.

(c) Outline of the method demonstration is to be prepared step by step stressing the key-points.
(d) All equipment and material be collected and checked before use.
(e) All visual aids needed are to be prepared in advance. Illustrative materials like pamphlets and literature may also be collected and kept ready.

3. Rehearsal

To give an effective demonstration a rehearsal is worthy suggestion:

(a) All the materials should be arranged in a proper sequence.
(b) Follow all the steps correctly, keeping in view the time it takes and all the equipment being used.
(c) Rehearse with proper dress preferably in front of mirror with a loud voice.

4. Actual demonstration

(a) Demonstration should be conducted in a suitable place where people can see and hear.
(b) All supplies and equipment needed is to be arranged properly.
(c) The purpose of the Demonstration may be explained in brief and simple language.
(d) Show the demonstration slowly step by step emphasizing the key-points.
(e) Clarify the doubts, through discussion and inviting question.
(f) Give an opportunity to the audience to participate in the demonstration. The combining of 'seeing' and 'hearing' makes a strong impression, further strengthened by practice through participation in the demonstration.
(g) Repeat the key points again and distribute the literature. The listing of the steps on the black board or flannel graph for rapid review and the distribution of outlines, blue prints or leaflets at the close of the method are helpful in fixing the steps in the learner's mind.

5. Follow up

Pay regular visits, meet individuals, initiate discussions on the topic and rectify the doubts. Help them in preparing future plans. Make a record of effect and progress.

6. Evaluation

(a) In terms of objectives
(b) In terms of procedure
(c) In terms of finished products
(d) In terms of interest created
(e) In terms of results

How does method demonstration differs from the result demonstration?

	Method Demonstration	Result Demonstration
(i)	One particular skill is involved.	Too many skills are involved.
(ii)	It is cheap and quick.	Costly and time consuming.
(iii)	Teaches how to do a job.	Proves the worth of a job.
(iv)	Can be taught at a time only to a group.	Can be taught in individual group and mass situation.
(v)	Comparison is not essential.	Comparison is essential.
(vi)	Can be done at any place.	Requires a suitable place.
(vii)	May form a part of the result demonstration.	Involves many method demonstrations.

In contrast to the Result Demonstration conducted by the farmer or other person under the supervision of the extension worker to prove that the extension recommended practice will work locally, the method demonstration is given by an extension worker or other trained leader for the purpose of teaching a skill to a group. The method demonstration is not concerned

proving the worth of a practice but with "How to do something".

Conditions under which Method Demonstration is most effective

1. Method Demonstration is most effective if it is conducted after the interest is created and people actually feel of its needs.
2. If the demonstration suits the locality and can be within the reach of the villagers.
3. If the local leaders are involved in the demonstration.
4. Method Demonstrations have had their greatest influence in those subjectmatter fields where much depends upon acquiring specific operating skill.

Advantages

1. Peculiarly suited to teaching skill to many people.
2. Seeing, hearing, discussing and participating in a group stimulate action.
3. Builds confidence in extension worker if demonstration is performed skillfully.
4. Simple demonstrations readily land themselves to repeated use by local leaders.
5. Influences change in practice at a relatively less cost.

Limitations

1. Not suitable for a large audience.
2. Requires special skill.
3. Involves transportation problem of required equipment to the spot.
4. All subjects cannot be taught through Method demonstration.

The limitations can be easily overcome through detailed planning and careful checking to make sure that audience can see as well as hear.

GROUP MEMBERS:

Chakrabaty, S.N.,	...	LEADER
Ram Meghe	...	RECORDER
Srivastava, V.K.,		
Babu Singh Berwal		
Gangadhar Naik		
Barada Charan Medhi		
Ranvir Singh		
Smt. Misra, C.K.,		
Raisinghani, B.R.,	...	CONSULTANT

. . .

WORK GROUP - II

EFFECTIVE USE OF LIBRARY.

Introduction

"Enter to grow in wisdom" is the noble objective of a good library. But the existing libraries of the Training Centres are not providing effective learning situations. They are having one or the other draw-backs such as poor accommodation, lack of finances, lack of proper and uptodate literature and lack of proper planning and management. A well organized and adequately equipped library is essential for each Training Centre.

1. Role and uses of a library

In an Extension Training Centre, a library:

1. Adds to the knowledge of the Instructors and Trainees.
2. Provides the latest developments and uptodate informations in the subject matter.
3. Inculcates a reading habit in the Instructors and the Trainees.
4. Provides facilities for presenting subject matter by use of sketches, diagrams, cartoons etc.
5. Improves the general knowledge and widens the mental horizon of the instructors and the trainees.
6. Facilitates investigation and research on a particular topic.
7. Helps in specialising in a particular field of study.
8. Helps in building one's character.
9. Develops group thinking amongst the trainees.
10. Helps to utilize the leisure hours of the trainees and instructors in a profitable manner.
11. Is a source of recreation.

GROUP MEMBERS:

Chakrabaty, S.N.,	...	LEADER
Ram Meghe	...	RECORDER
Srivastava, V.K.,		
Babu Singh Berwal		
Gangadhar Naik		
Barada Charan Medhi		
Ranvir Singh		
Smt. Misra, C.K.,		
Raisinghani, B.R.,	...	CONSULTANT

. . .

WORK GROUP - II

EFFECTIVE USE OF LIBRARY.

Introduction

"Enter to grow in wisdom" is the noble objective of a good library. But the existing libraries of the Training Centres are not providing effective learning situations. They are having one or the other draw-backs such as poor accommodation, lack of finances, lack of proper and uptodate literature and lack of proper planning and management. A well organized and adequately equipped library is essential for each Training Centre.

1. Role and uses of a library

In an Extension Training Centre, a library:

1. Adds to the knowledge of the Instructors and Trainees.
2. Provides the latest developments and uptodate informations in the subject matter.
3. Inculcates a reading habit in the Instructors and the Trainees.
4. Provides facilities for presenting subject matter by use of sketches, diagrams, cartoons etc.
5. Improves the general knowledge and widens the mental horizon of the instructors and the trainees.
6. Facilitates investigation and research on a particular topic.
7. Helps in specialising in a particular field of study.
8. Helps in building one's character.
9. Develops group thinking amongst the trainees.
10. Helps to utilize the leisure hours of the trainees and instructors in a profitable manner.
11. Is a source of recreation.

2. Organization and supervision

1. A library committee may be formed consisting of the representatives of instructors and trainees which will meet periodically and decide the policy regarding maintenance and proper running of the library. The Principal and the Instructor incharge of the library will be ex-officio President and Secretary of the Committee respectively.

2. Library and its management may be entrusted to the trainees in turn under the effective guidance and supervision of an Instructor and the Principal.

3. "Open-shelf" system may be adopted with the necessary check points.

4. "Reserve book shelf" system may be provided.

5. The trainees by turn may be asked to write important every day news items on a black board and placed in a prominent place in the library.

6. There should be separate arrangements for keeping Text and Reference books, pamphlets, journals, magazines and newspapers.

7. Study circles may be formed among the staff as well as the trainees in which one of them by turn may give out the gist of a topic, subject or book he has studied and which he thinks to be educative and interesting.

8. Literary debates, essay competitions, quiz programmes etc. may be conducted periodically in the library, to induce the trainees to the effective use of the library.

9. A library record may be maintained by each trainee as shown in the following schedule.

Sl. No.	Date	Name of source read or referred to	Topic read or referred to	Gist of the contents read or referred to (in brief)	Remarks of the instructor.

10. A few marks may also be allotted for the effective use of library by the trainees.

3. Maintenance of the library

1. Books are to be classified and numbered according to an accepted system.

2. Reference books, text books, newspapers, journals and magazines should be placed separately and well arranged.

3. Old newspapers and magazines should be preserved carefully and back numbers of journals may be bound together for reference.

4. Books and furniture worn out should be repaired or replaced immediately.

5. Latest publications should be acquired and added to the library.

6. The library hall should always be kept clean and attractive.

7. There should be a well recognized procedure for the issue of books - Borrower Card system.

8. The library room should be white washed periodically and sprayed with D.D.T.

9. The contents of the library should be protected from rain and heavy winds.

10. The library hall should be rat-proof; and books, journals, magazines etc. may be treated with appropriate insecticides and fungicides to protect them against insects and fungus.

11. Fire fighting appliances may be provided.

12. In addition to books dealing with different subjects, there should be books of general interest and general knowledge as well.

13. The Heads of Departments of Government, Publishing Bureaus, and other organizations, such as Reserve Bank of India may be approached to place the Centre on their mailing lists.

14. Useful periodicals and journals should be subscribed for.

15. All the books should have attractive binding and distinct names and marks to attract and induce the reader.

16. Catalogue of books should be prepared and supplied to the trainees.

17. Seating accommodation at least for 1/3rd of the strength of the trainees should be provided in the library and be made comfortable.

18. Bulletin boards, newspaper stands, visual aids etc. should be provided in the library.

19. Once in a week feature films and documentaries may be exhibited.

20. Quotations and wisdom sayings should be exhibited on the walls of the library.

4. Use of the library by Instructors and Trainees

1. "Conducted tours" under the supervision of the librarian and instructors may be arranged for the benefit of the new trainees; and the arrangement and procedures of the library explained to them.

2. Instructors should have an overall knowledge of the books, journals, periodicals, latest findings and literatures that are available in the library particularly concerning their subjects.

3. During the class room lectures, the Instructor should mention the references and current literature that are available in the library.

4. The Instructor may even bring the particular reference into the class room, explain it and create a desire among the trainees to go through these references in the library.

5. The Instructor should arrange some group discussions pertaining to his subject and induce the trainees to make use of the reference material in the library.

6. A display rack for the new arrivals is a necessity in a library, so as to create interest in the readers.

7. Posters and charts may be hung on walls.

8. The library may be kept open for at least 8 hours during the day and 2 hours during the night.

9. Two periods in a week may be set apart for library assignment.

Conclusion

Library is a medium of transcending knowledge and wisdom. Effective use of library is very important both for the instructors and the trainees. It is the learner who has to learn. The teacher can only help and guide the learner. Let us therefore enrich our library and enrich our knowledge to grow in wisdom and to make use of that wisdom in bringing desired change in our trainees and ultimately in villagers which is our objective.

GROUP MEMBERS:

Tiwari, P.S.,	. . .	LEADER
Thomas, C.V.,	. . .	RECORDER
Subbiah, N.,		
Rajvansy, M.P.,		
Chaudhary, R.N.,		
Srinivasa Murthy, K.H.,		
Gopalkrishnamurthy, A.,		
Saxena, R.P.,		
Tiwari, N.P.,		
Venugopal, K.,	. . .	CONSULTANT

. . .

WORK GROUP - III

HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND LESSON PLAN

Introduction

The aim of our extension work is to bring about a change in the knowledge, skill and attitudes of the village people so that they live a better and satisfying life. This is possible only through education. The responsibility of educating the villagers ultimately falls on the VLWs. How best the VLW is discharging his duties depends in turn upon how effective and educational his training programme has been. Therefore, the training imparted to the VLW by the instructors at the training centres is of vital importance.

Extension teaching is an intentional process. It is not a hit or miss business. It must be carried out according to a carefully laid plan with pre-determined objectives.

Teaching involves proper selection of the subject matter, developing a definite order of presentation and the use of appropriate methods. In order to do this job effectively, the preparation of course outline and lesson plan is of paramount importance.

Definition of course outline

Course outline means breaking up of subjects included in the syllabus into convenient units and arranging them in a logical sequence, keeping in view the jobs and needs of trainees, seasonal requirements and the weightage and priority to be given to different topics.

Points to be kept in view while preparing the course outline

(i) It should be planned well in advance.

(ii) Topics should be arranged in a logical sequence keeping in view the fact that the fundamental knowledge in the subject matter should be imparted first.

(iii) Seasonal requirements should be kept in view.

(iv) Weightage and priority to be given to each topic should be indicated.

(v) The course outline should be based on the jobs and needs of the trainees.

(vi) It should be capable of adjustments.

<u>Procedure to be followed in preparing course outline</u>

(i) Prepare the course outline before the start of term.

(ii) Call a meeting of Principal, Instructors, Block staff, progressive farmers, leading Cooperators and district level subjectmatter specialists to consider and discuss the following -

(a) The job which the VLW is expected to do in the field.

(b) Additions or deletion to be made in the topics included under each subject in view of the local conditions and jobs of the VLW in the field.

(c) Time required to cover the different topics.

(iii) Break up the syllabus into yearly, monthly and if possible weekly schedules.

(iv) Arrange the topics in a logical sequence and break up the units into class room lectures, camp practicals and village work.

(v) Allot periods for different topics referred in the break up indicated above.

(vi) Indicate the plan of evaluation.

(vii) Examine and amend the course outline continuously with a view to bringing about improvements.

Illustration of an effective course outline is given in Appendix 'A'.

Lesson plan

For effective class room teaching, it is necessary that the instructor prepares hislesson plans carefully. A lesson plan isa "plan of teaching" which the instructor should follow while presenting a topic to the class. It is a statement of the aims to be realized and the means to be used in their achievement. More specifically, it indicates the subject matter to be presented, the order of its presentation and the method and techniques to be used in presentation formaximum educational effect.

Points to be kept in view while preparing a lesson plan

(i) For each topic included in the course outline, a lesson plan should be prepared in advance.
(ii) It should always be written and should indicate time needed to cover the topic.
(iii) Objectives must bestated.
(iv) It should be related to the previous topic or lesson.
(v) Subject matter should be carefully selected and well organised.
(vi) It should indicate the techniques and teaching aids to be used.
(vii) Model questions should be prepared to find out whether the trainees have grasped the subject or not.
(viii) It must indicate the reference books and material for further study.
(ix) It should indicate assignments to be given to the trainees.

Pre-requisites for preparing an effective lesson plan

(i) The instructor must collect all available informations on the topic and organise it systematically.
(ii) He must be familiar with teaching methods and techniques of presenting the topic.
(iii) He should also be skillful in using different "aids".
(iv) He must be aware of the individual differences and capacities of the learner.

Steps to be followed while presenting a lesson

A. Introduction

(i) The topic should be introduced so as to draw the attention of the trainees and arouse interest in them.

(ii) An attempt should also be made by the instructor to relate the subject matter included in the lesson plan with the previous knowledge of the learners.

B. Presentation

(i) The subject should be presented in a systematic manner.

(ii) Visual aids should be used at appropriate time singly or in combination.

(iii) Emphasise key points and repeat these, if necessary.

C. Application

Trainees should be encouraged to acquire new skills by "doing" and "practice".

D. Evaluation

Attempt should be made to check up whether the trainees have acquired the necessary knowledge and skill or not. An illustration of a lesson plan is given in Appendix 'B'.

Appendix 'A'

Course outline (Illustration)

Subject: Animal husbandry

Total No. of periods.	Theory	Practicals Camp	Practicals Village
	135	70	50

Sl.No. according to syllabus	Month	Theory: Topic	Theory: Periods allotted.	Practical: Topic	Practical: Periods allotted.	Village work: Topic	Village work: Periods allotted.	Assessment.	Remarks
10/B	November	Development of fisheries in village and difficulties involved and how to solve.	2	-	-	-	-	Oral Test (Difficulties)	
10/C		Paddy cum fish culture.	1	-	-	How to rear fish in paddy fields	1	-do-	
11/G		Symptoms and diagnosis and treatment of Rinderpest	3	How to conduct Rinderpest vaccination.	2	To conduct Rinderpest vaccination in cattle at least 10 per trainee	2	Practical Test	
3/h		Purchase of animals with taccavi loan, precautions to be taken in their purchase. Observation of the progeny of animals purchased with taccavi.		Practice in filling up of forms of taccavi loans for purchase of animals and maintenance of 2 records	1	Observation of progeny of animals purchased with taccavi and study of their records maintained.	1	Practical	
1/d		Control measures against pnumonia and worms in goats	2	How to administer medicines in pnuemonia and worms	2			Practical	

Appendix 'B'

Lesson plan (Illustration)

1. Class - VLW 1st year
2. Subject - Horticulture
3. Topic - Vegetative propagation
4. Periods allotted - Four
5. Objectives -
    1. To improve the quality of fruits.
    2. To improve the productivity of fruit trees.
    3. To equip the trainees with the practical and theoritical knowledge of vegetative propagation in fruit trees.
6. Previous background of trainees -

    Trainees possess the knowledge of seed propogation and have a vague idea of vegetative propagation such as "cutting".
7. Materials to be used -
    1. Charts showing methods of propogation
    2. Models
    3. Materials and equipment such as:
        (a) Budding and grafting knife.
        (b) Tree branches.
        (c) Sutli, pot soil.
        (d) Gunny bag pieces.
8. Steps in presentation of the topic -

Subject matter	Method
A. Introduction	
(i) How plants propogate - sexual and asexual or vegetative.	Lecture with discussion. Use of charts.
(ii) Advantages of vegetative propogation over seed propogation.	Lecture with discussion. Use of charts.

Subject matter	Method
(a) Uniformity in quality of fruits. (b) Early fruiting (c) Dwarfing of trees (d) Protection from root diseases (e) To increase adoptivity.	
B. <u>Presentation of new subject matter</u>	
1. <u>Type of vegetative propogation</u> -	
(a) Natural { Rhizomes, Succers, Ruiners	
(b) Artificial Mango	
Artificial again divided in 3 groups (i) Rootage (ii) Buddage (iii) Graftage	Use of charts showing different methods of propogation. Lecture to be followed with practical demonstration dummy branches.
(i) Rootage { Cuttings, Layering, Air layering	
(ii) Buddage { Shield budding, Patch budding, Ring budding	
(iii) Graftage Attached - Inarching Detached { Saddle grafting, Wedge grafting, Side grafting	
2. <u>Precaution to be taken at the time of operation</u>	
(i) See that the plant is in sappy condition. (ii) Scions and stocks are adaptable to each other. (iii) Budding and grafting should be tied properly.	Lecture followed by discussion

Subject matter	Method
3. List of different fruit trees with the methods followed for their propogation.	
4. Limitations of vegetative propogation (i) Few fruit trees cannot be propogated vegetatively e.g. Papaya. (ii) With some fruit trees the methods of vegetative propogation are complicated and costly mango. Enarching.	

C. Application -

Trainees will be asked to perform cutting, budding and grafting work on dummy branches in the beginning. Subsequently they will be asked to perform vegetative propogation by cutting, budding and grafting - a few each in the orchard.

D. Model questions for testing -

1. Why vegetative propogation instead of seed propogation?
2. What are the precautions to be observed at the time of preparing a cutting?
3. What is the difference between attached and detached grafting?
4. Name the stock plant used for budding orange.

9. References -

1. Fruit growing in India by Hayes.
2. Fruit cultivation in South India by Naik.
3. Phal Udyan Krishi Darshan.
4. Phalon ki Kheti by N.D. Vyas.

GROUP MEMBERS:

Smt. Roy, K.,	...	LEADER	Thapliyal, K.D.,
Jain, S.K.,	...	RECORDER	Dandawate, S.D.,
Singh, P.R.,			Mehta, M.S.,
Narasima Rao, U.V.,			Dr. Singh, M.P.
			CONSULTANT

. . .

WORK GROUP - IV.

DEVELOPING VILLAGE PLANS

I. What is programme planning -

Programme planning is a process in which outline of procedure of work is so arranged as to enable efficient execution.

It is a procedure for future work taking into consideration the facts and figures, resources - both men and material available in a village. It indicates the objectives or goals to be reached, the problems and their solution. It should be flexible and the execution should be done in consultation with the villagers.

II. Importance of Programme Planning -

Planning is a pre-requisite to the execution of any developmental programme. The following are the advantages of programme planning -

1) Achieves the objective in a systematic way.
2) Serves as a blue print for undertaking various activities and projects already planned in a definite period.
3) Educates people to diagnose their own problems and thus helps them to help themselves in future plan of work.
4) Develops self-reliance and village leadership among the villagers.
5) Ensures that the villagers and extension workers get maximum out turn from the available resources in the village.
6) Develops people's initiative and participation in developmental activities.
7) Affords continuity in the execution of work.
8) Facilitates execution of work on priority basis depending on the various types of needs.

9) Helps in assessing the achievements at various stages of execution in relation to the goals or objectives and thus provides opportunity for improvement.

III. Guiding principles of programme planning -

1. Factual situation -

As reliable data are indispensable for programme planning, it should be collected from the villagers themselves as they are aware of their own problems and also from other sources. A careful analysis of this factual situation is very necessary.

2. Level of the people -

The programmes should be oriented to the economic and social level of the village people and should take into account the existing technological knowledge of the people.

3. Comprehensiveness -

The programme should be so comprehensive as to embrace all age and community groups as far as possible. This will ensure greater participation of the people in the execution of the programme.

4. Educational -

It should be educational and need to be directed towards encouraging people to solve their own problems, individually and collectively.

5. Democratic Approach -

The programme should be drawn on democratic principles, with the participation of all the members of the group.

6. Organisation -

Village organisations should be used as tools to accomplish objectives.

7. Voluntary Leadership -

Maximum use of voluntary leadership should be made in the planning as well as in the execution of extension programmes.

8. Flexibity -

The programme should be flexible to meet long time needs, short time changes and special emergencies.

9. Recognition of needs -

Select problems for solution which will meet recognised needs.

10. Objectives -

Objectives should be clearly defined at all levels in terms that people will understand. It may be classified as -

a) Fundamental
b) General
c) Specific or working

11. Evaluation -

Good programme provides for evaluation of results.

12. Well trained personnel -

Extension programmes should be carried on by well trained personnel and effectively supervised.

13. Achievable -

The programme should be achievable considering such factors as personnel, finances, time and facilities.

IV. Major steps to be followed in developing a programme.

Certain major steps should be followed with care in formulating a programme. It is also necessary that these are followed in a logical sequence for successful drawing up of a plan of work. These are enumerated below -

1. Collection and analysis of data.
2. Determination of objectives and needs.
3. Definition of problems
4. Selecting problems and determining priorities.
5. Finding solutions.
6. Preparing a plan of action.
7. Carrying out the plan.
8. Checking and evaluating the results.
9. Review of progress; projection of plans.

V.(a) Involving people in developing village plan -

The programme for a village should be drawn by a development committee representing different groups of villagers, officials and non-officials. This Committee may analyse the factual situation, select problems, find solutions and draw up the programme so that it may be purely a people's programme. This committee may be constituted with the following representatives -

1) From the village -

   a) Rural organisations, such as, Panchayats, Cooperatives, Village School.
   b) Village leaders.
   c) Village officers.

2) Government Agencies -

   a) Block staff.
   b) Technical experts of the development departments.

3) Non-official organisations.

a) Farm Youth Clubs.
b) Farmers' Forum
c) Women's organisations.
d) Bharat Sevak Samaj

V.(b) Participation of the people in the village plan:

The following points need to be taken into account to ensure participation of the people -

1) The members of the Development Committee should be involved in planning from the very beginning.

2) They should be made aware of the factual situation of the village and their needs. They should be helped to find out solutions of the problems.

3) They should be inculcated with the feeling of responsibility by assigning specific work to the members.

4) Planning should be sufficiently comprehensive to include various problems facing different groups of the people in the village.

5) The contribution of certain leaders, should be recognised and acknowledged to enthuse them further. Democratic principles should be adopted in programme planning.

VI. Example of a village plan -

1) Situation -

Location: Balthangudi, Western Ghats.
Area: 18 sq. miles.
Area under cultivation: 3 sq. miles.

Pasture land: 4 sq. miles.
Reserve forest: 6 sq. miles.

Hill tracts and
unreclaimed land: 5 sq. miles.

Population: 780 families(4,000 people)

Income group:	Rs.150 p.m. and above	250 families.
	Rs. 100 P.M. and above	200 "
	Rs. 50-100 p.m. -	100 "
	Below Rs.50/- -	330 "

Average rainfall - 180"

Total No. of cattles - 6,000 numbers.

Artisans skilled in tanning and leather goods work - - - - 60 families.

Raw hides available per year - 300 pieces.

Skins - 700 pieces.

Tan products like Myrobalan, Tarwar bark, Babul bark etc. are available in the local forest. The surrounding coffee and cardamon estate employees (about 12,000) were habitual wearers of hard footwears.

2) Determination of objectives -

i) To provide full time job to unemployed and underemployed artisans.

ii) Increase their income.

iii) Train them in better methods of tanning and use of improved implements in leather goods manufacture.

Specific objectives

iv) Organise an industrial cooperative society of artisans.

3) Definition of problems -

1) The demand for footwear is not fully met by local production. Imports are made.

2) There is unemployment and under-employment among the artisans, engaged in footwear trade.

3) Raw hides and skins available locally are not fully processed and so are exported.

4. Solutions considered -

1) An Industrial Cooperative Society for tannery cum-coblers to be formed to organise the artisans engaged in the work.

2) To get the financial assistance from the Khadi and Village Industries Commission and other Governmental agencies.

5. Problems selected -

1) Non-availability of hides and skins in time.

2) Providing latest designs and patterns.

3) Supply of improved implements and appliances.

4) Arranging marketing facilities.

VI. Plan of action -

Time	Action	Who is to carry out
August, 1958	1) Meeting of the artisans to be conducted to explain the problems and solutions.	Action to be taken by E.O. Industries in consultation with E.O. Cooperation, local leaders and VLW
" "	2) Promoters meeting to be conducted and proposals for registration of an Industrial Cooperative Society is to be sent to the Director, Industries.	

Time	Action	who is to carry out
August and September,'58	3) Shares to be collected from members and election of board of directors.	Board of directors.
	Starting of the Cooperative Society First general body meeting.	
October, '58	4) To apply for loan and grant to the Khadi and V.I. Commission as per their rules.	Board of directors in consultation with E.O.'s in Cooperation and Industries.
Starting in November,'58	5) Arrange for training of artisans by an Instructor of Khadi and V.I. Commission.	Board of Directors E.O. Industries, Khadi and V.I. Commission.
"	6) Arrangement for the supply of raw materials.	By the Cooperative Society.
"	7) Arrangement for the issue of hides to the artisans and purchase back finished goods.	By the Cooperative Society.
December,1958	8) Arrangement for opening a Sales Depot and appointment of Commission agents for footwears.	By the Cooperative Society.

VII. Execution of plan -

The Cooperative Society was formed. 50 members purchased the share capital of Rs.5/- each. A work shed started functioning where an Instructor is being appointed to impart training in tanning and leather goods manufacture. The artisans know better methods of production. The finished goods are purchased by the Cooperative Society. The Society finds a bit difficult to sell all the goods at the Sales Depot.

VIII. Evaluation -

1) Whether all artisans have come under the Cooperative fold.
2) Whether the artisans have acquired technical skill in tanning, using of improved implements and new materials
3) Whether the quality of the products has been improved in respect of finish, durability, design.
4) Whether the sales have shown an upward curve.
5) Whether the artisans get improved wages.
6) Whether the Cooperative spirit has come among the artisans.
7) Whether the financial and other assistances have been secured in time from the Khadi and V.I. Commission and other sources and whether they have properly utilized.

IX. Reconsideration -

On the basis of evaluation the programme will be reconsidered and modified in the light of the findings.

The Society decided to appoint one Sales man on commission basis to sell the finished goods in the neighbouring estates.

GROUP MEMBERS:

Alexander, K.C. . . . LEADER
Palo, R., . . . RECORDER
Harold V. Simon
Chitwar, R.S.,
Sashibushan Nair, P.,
Gogoi, B.C.,
Pal, J.R.,
Srivastava, G.P.,
Md. Hafeez Ullah
Dr. H.W. Butt . . . CONSULTANT

WORK GROUP - V

EFFECTIVE USE OF VISUAL AIDS IN CLASS-ROOM, PRACTICALS AND VILLAGE SITUATIONS

Introduction

Visual aids play a very effective role as a means of educating for the successful implementation of community development programme in our country.

Definition

Visual aid is any thing that can be seen that helps the teacher to teach and the learner to learn.

Role of visual aids

As the saying goes "The best route to a man's heart is through his stomach, the best route to a man's mind is through his eyes". The role of visuals can be summarised as follows:-

(a) Learner and Learning

1. They focus attention of learner.
2. They avoid distraction.
3. They make ideas realistic.
4. They make abstract ideas concrete.
5. They keep the continuity of the subject.
6. They keep the continuity of the thought.
7. They make learning easier and faster.
8. They make learning interesting, purposeful and motivating.
9. They help the learner to learn skills and facts.
10. They develop appreciation.
11. They bring about conviction in the minds of the learner.
12. They help the learners to remember longer.
13. They stimulate thinking.
14. They help in improving knowledge.
15. They rapidly change attitude and behaviour.
16. They bring about new experience.

(b) Teacher and teaching

1. They vitalize teaching.
2. They combat verbalism.
3. They make teaching effective and instructional.
4. They help educate more people at a time.

(c) Learner and Teacher

1. They make learning and teaching informal and pleasant.
2. They narrow down the gap between the learner and teacher.
3. They give satisfaction both to the learner and the teacher.

Limitations of visual aids

(a) Projected visual aids

1. They can be used only in the dark.
2. They are very costly.
3. Skilled persons are needed to operate and they are not easily available.
4. Aids are not easily available.
5. Cannot be repaired easily.
6. Spare parts are not available.
7. Have to depend upon the supply.
8. Have to depend upon the mercy of weather.

(b) Non-projected

A. Drama type

1. Takes much time in preparation.
2. Difficult to get suitable persons to work.
3. Some of them are costly.
4. Material sometimes not available.
5. Not transportable from one village to another.

B. Demonstration type

1. Requires large amount of extension worker's time.
2. Good demonstrators difficult to find.
3. Cost high per practice change.
4. Frequently considerable portion of audience cannot see clearly.

5. May require considerable equipment to be transported to meeting place.
6. Requires a certain amount of showmanship not possessed by every worker.

C. Display type

1. Only literate can be benefitted.
2 Requires safe place to be displayed.

D. Presentation type

1. Needs skilled person to present.
2. Everyone is not good at making them.
3. Need lot of time in preparing them.
4. After sometime they go out of use and become outdated.

E. Illustrated type

1. Not suited for teaching people with limited education.
2. Revision necessary to include recent research.
3. General information prepared for distribution may not suit local conditions.
4. Lacks value of personal contact and meetings.

F. Tour and Field trip type

1. Requires large amount of time.
2. Costly.
3. Danger of concentrating visits on progressive families and neglecting other farmers.

Suitable kinds visual aid according to situation

(a) Class-room: Following are the visual aids that suit class-room situation.

1. Black board
2. Flannelgraph
3. Flash card
4. Charts
5. Posters
6. Models
7. Slides
8. Film strips
9. Films
10. Flip books
11. Epidiascope
12. Puppets

(b) Practicals - suited to practical situation

1. Method demonstration
2. Result demonstration
3. Real or live object
4. Specimen
5. Models

(c) Village situation - Almost all the visual aids can be used in village situation.

1. Posters
2. Wall newspaper
3. Photographs
4. Real or live objects
5. Dramas
6. Folk songs and folk dances
7. Films
8. Film strips
9. Slides
10. Epidiascope
11. Flannelgraph
12. Flash card
13. Puppets
14. Leaflets
15. Pamphlet
16. News bulletin
17. News paper
18. Circular letter
19. Radio
20. Flip book
21. Charts
22. Personal letters etc.,

Criteria for choosing and making visual aids

Selection of visual aids will depdn upon -

1. Situations
2. Needs of the people
3. Problems of the people

1. Situation

1. Individual contact	1. Class-room	1. Sex
2. Group contact	2. Practicals	2. Age
3. Mass contact	3. Village	3. Level of under-standing of audience.
		4. Season.
		5. Transportation facility

Making visual aids

Following points should be adhered to while making visual aids.

1. Big enough to be seen.
2. Easy to understand.
3. Easy to handle.
4. Using local language and proverbs.
5. Familiar names should be used.
6. Locally available material should be used.
7. Brief and important points should be emphasised.
8. Suitable colours and materials should be used.
9. Lettering should be distinct with proper spacing and systematic.

GROUP MEMBERS:

Mishra, K.C., ... LEADER
Belwal, R.C., ... RECORDER
Somanatha Sarma, M.,
Roy, K.,
Mahalingam, K.R.,
Fakirmohan Palo
Thapliyal, H.K.,
Smt. Pandit, T.,
Miss S. Bates ... CONSULTANT

. . .

WORK GROUP - VI

EVALUATION

Introduction

The term evaluation has got a very wide scope of its application.

Man himself is a born evaluator. Since birth to death he evaluates every thing which he comes into contact. Consciously or unconsciously this process of evaluation goes on.

The term evaluation in the sphere of teaching it may be expressed as under.

A. Nature and importance of evaluation

(i) What is evaluation?

Evaluation, as it applies to the training centres may be defined as a scientific process of determining the degree of desired changes in the knowledge, skill and attitude of the trainee as a result of his training.

Further it may also be defined as a scientific process of determining the value of teaching.

(ii) What is the importance of evaluation?

The importance of evaluation can simply be realised rather than described. It is an eye opener to both the teacher and the learner.

1. It helps the teacher to know how effective his teaching was.
2. It helps him know the merits and demerits in the technique of his teaching.
3. This helps him to improve teaching methods.
4. The teacher will be compelled to have well defined objective in his view.
5. It enables the learner to know his accomplishment.
6. It also enables the learner to improve himself and thereby improves the teaching situation.

(iii) Present situation regarding evaluation in the training centres

The present technique of evaluation which is in practice is as follows:

1. Class-room evaluation

In this type of evaluation written question papers are given to the trainees who in turn will submit their reply in written answer books. The questions asked are either of descriptive type, objective type or multiple choice type and quiz type. In dayto day evaluation of the trainees knowledge, understanding viva-voce is also practiced in class-room.

2. Practical

With a view to ascertain how much skill has been developed by the trainees following types of examinations are given and observations are made:

(a) By putting the trainees in different conditions.
(b) By assignment and oral question.
(c) By observation of the procedure.
(d) By the end - result.
(e) In the final examinations the practical journal book is also referred and some percentage of mark is alloted.

3. Field work

With a view to assess the attitude and behaviour of the trainees they are assigned job. This is done periodically and at the end in the form of final examination. The evaluation of field work is done by the respective teacher who teaches the subjects, the outside examiner, the villagers and by the trainees themselves.

(iv) What improvements should be made in the present situation regarding evaluation?

The group is of the opinion that the subject matter teachers alone should be the evaluators. The

scientific methods of evaluation should be followed which has been discussed in the report.

The proformae suggested may be referred vide Appendix I and II.

B. Procedures and techniques useful in evaluation

(i) Major steps in evaluation

There are four major steps involved in evaluation.

1. Clear objective

3 elements are involved in formation of the clear objective such as:

(a) The person or group
(b) Behaviour and skill
(c) Content or subject matter

These three elements are common in evaluating any given activity e.g. develop skill and knowledge (behaviour) in the trainees (person or group) regarding Japanese method of paddy cultivation (content).

2. Fixing criteria means fixing standard against which the trainees knowledge, skill and behaviour is evaluated. Taking the above specific example in view the criteria or standard may accordingly be fixed up. In addition to the above standard, a good deal of emphasis should be given to the trainees behaviour, his method of approach and ability to mobilize people rather than the physical achievement.

3. Developing the techniques

(a) Class-room - the best method for evaluating trainees knowledge about the subject matter is "Knowledge Testing". The various techniques which are used in knowledge testing are examination viva-voce, wirtten test etc. mentioned earlier.

(b) Camp practical - The best method to evaluate the skill and understanding of the trainees is "Understanding and Skill Testing". The techniques have already been mentioned earlier vide para 1 page 150.

(c) Field practical - The best method for evaluating the attitude, behaviour, ability, resourcefulness is "Attitude and Behaviour Testing". The techniques for evaluating these have already been mentioned vide para page .

4. Analysis

These steps will help us in getting the informations regarding the merits and demerits of teaching and learning; and it will help to improve.

(ii) Criteria of effective evaluation

(a) Objectivity - Free from personal prejudice and bias.
(b) Practicability - It should recognise the skills, resources and other limitations.
(c) Clear objective - Without which evaluation is not possible for any given activities.
(d) Validity - If two and more persons are involved, the result of evaluation should not vary to an appreciable degree.

(iii) Persons to be involved in evaluation

While considering the persons who should be involved in evaluation, it may be borne in mind that any such such person who is not connected with teaching profession should not be associated. For knowledge and skill testing, only the teacher of a particular subject of the institutions along with the examiner, who should also be a teacher of the same subject may be from any other institute should be involved.

As regards the persons to be involved in field practical the common feeling is that, in addition to the above persons villagers should be included.

(iv) Present sources of assistance

Following are the sources of assistance available to the training centres -- which the training centre could make use of in developing the evaluation devices.

(a) Central Government - Assistance in the form of curriculum and circulars are received from the Directorate of Extension and Community Development.

(b) State Government - Unlike the Central Government State Government should also extend assistance in the form of curriculum and circulars based on the local conditions.

(c) In addition to the above sources of assistance, the university and the library also play a vital role in extending the assistance in the form of pamphlets etc.,

Appendix I

Proforma for practical examination

Centre ______________________ Year _____

Roll No. of Trainee	Assignment	Marks obtained by trainee			
		General appearance, behaviour and mood of taking			
		Good	Fair	Satisfactory	Poor
1.	2.	3a.			

contd

Marks obtained by trainee				Total	Remarks
Collection of equipments	Method of use	Result obtained.	Class-room pratical record		
3b.	3c.	3d.	3e.	4.	5.

Appendix II

Proforma for evaluating the talk

Name of Instructor ______________________________

Subject ______________________________

Mode of lectures:

(a) Fast ______________________________

(b) Medium ______________________________

(c) Slow ______________________________

Subjectmatter:

(a) Interesting ______________________________

(b) Not interesting ______________________________

Followed:

(a) Fully ______________________________

(b) Partially ______________________________

(c) Not followed ______________________________

N.B: This proforma is to be used after finishing every talk. The students are asked to give their opinion. This will help teacher to understand how far the learner could understand and also how far his teaching was effective.

GROUP MEMBERS:

Miss A. Swarna	...	LEADER
Verma, L.P.,	...	RECORDER
Rajagopal, M.,		
Krishnaswami, M.,		
Mishra, V.D.,		
Vihol, P.P.,		
Vasudeva Panikkar, P.,		
Venkata Rao, A.,		
Verma, P.C.,		
Shyam Narain Singh	...	CONSULTANT

. . .

WORK GROUP - VII

PHILOSOPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES NECESSARY FOR A SUCCESSFUL EXTENSION WORKER

Philosophy

1) The guiding philosophy of Extension is the development of the village family in its relationship to the village and the rest of its world. The family has three facets namely man, woman and child. All these need to be developed.

2) In the words of Mildred Horton the four great principles underlying the Extension Service are:

i) Individual is supreme in democracy.
ii) Home is a fundamental unit in civilization.
iii) Family is the first training group of the human race.
iv) The foundation of any permanent civilization must rest on the partnership of man and the land.

Main ideas that constitute a sound philosophy of Extension.

The main idea of extension philosophy is to raise the living standard of rural population by increasing yields as a result of application of better scientific methods and agricultural practices: the educational aspect of rural population has to be broadened by educating them: the family life of the rural population has to be improved upon by preventing diseases, providing better housing facilities and improved methods of home management: social and economic security ought to be provided to the individual. The method of bringing about these changes should be democratic. Because it is the individuals who are involved in the process of change and if they do not feel their needs, and accept new knowledge and skill to satisfy them, no force on earth can do it. They should be helped to gather

confidence in their own intellectual and physical strength and ability; in identifying their own problems and learning to solve them by themselves through their acquired skills and cooperative efforts. Naturally it would be a very slow process because the gap between what they are and what they should be - is too wide. It would require a great deal of zeal and patience to diffuse the new ideas and skill into the people who are accustomed in their good old ways and look upon new ones with suspicion.

Principles of Extension

To Achieve the above objectives it is desirable to formulate ways of broad working principles and adhere to them.

The felt needs of the people should be recognised and they should participate in the planning and execution of the programme to solve the problem.

In executing the extension programme the extension worker should be understood by all and the programme made flexible and in keeping with the culture and tradition of the people.

The educational process should be informal, simple and commence with simple problems and progress towards complex problems; the goal must be made clear and shown how it can be achieved to serve their own interests.

In the educational process all the senses of hearing, seeing and doing should be involved; without too many changes being proposed in the old practices but with necessary repetitions on new practices.

Extension is education for all people to keep themselves, without any discrimination and with recognition to all.

In the extension process the follow up of the work has to be carried out.

Example -

An example is cited to visualize the situation wherein an extension worker approaches a new village and puts into action the principles of extension.

Subject - Introduction of a new variety of paddy which can withstand drought condition.

Step No.1 - Situation study - The extension worker introduces himself and proceeds to survey the village in an informal way and discovers the burning problem of the village, i.e., the paddy crop of the village fails frequently due to drought conditions.

He then contacts people of the village and makes them realise the importance of the problem, through discussion and informs them of a new variety of paddy that is drought resistant.

Step No. 2 - Objectives - He explains the necessity to use the new variety of drought resistant paddy seed to avoid frequent crop failures.

Step No. 3 - Planning and Teaching - He selects and persuades an enthusiastic farmer of the village to take up the trial demonstration in his own field. He arranges for the Trial Demonstration by selecting and laying out the fields for half plot demonstration and publicises in the area for better participation.

The farmer obtains the paddy seeds on the advice of the extension worker and sows his field with both the new and local varieties side by side in the chosen plots.

The extension worker supervises the conditions of the crop in the demonstration plots at frequent intervals and renders necessary technical assistance.

At the time of the harvest, he convenes a meeting of all the villagers and explains what has been done so far and what is expected now. Both the crops are harvested and weighed by the villagers and the difference in the yield between the two crops is made out.

Step No.4 - Evaluation - The villagers are now told about the increased yield of drought resistant paddy variety. The result of the demonstration creates enthusiasm among the villagers to take to the new seed.

Step No.5 - Reconsideration and follow up - The extension worker accounts for the omissions and mistakes that might have crept in and reconsiders the plan of action to be followed in future, to avoid the same.

He should also examine after some time lapse how far the new seed has been used by the villagers.

Qualities necessary for a good extension worker

An extension worker should have a missionary zeal integrity, selflessness, honesty, straight forwardness and a good character.

He should also possess a good knowledge of the subject matter, be resourceful and communicature.

A good extension worker should possess ability to plan and execute village plans and to develop organisation among the people to promote local leadership.

An extension worker must have faith and pride in his job, be open minded for criticisms and be receptive to new ideas.

He must also have sympathy and affection towards the villagers and command respect from them.

A good extension worker should not hesitate to admit his ignorance and mistakes. He should develop a strong habit to stimulate others to talk and himself to listen.

He should also evaluate and correct himself and be regular in submission of his reports.

Since all the community development programmes to a large extent depend upon the efficiency of an extension worker, it is imperative that the person

chosen for the job is fit for it and hence the above mentioned qualities are necessary for a good extension worker. The failure to possess these qualities cannot bring about desirable changes intended to and so these qualities are necessary in an extension worker. It has been observed that not all the extension workers fulfil these qualities.

Following suggestions are made to improve the present situation.

1) The Extension worker should be appreciated when he deserves it.
2) The unwilling worker should be taken out of the Community Development Programme and put to some other jobs.
3) The administrative heads must be trained in extension education.
4) After selection there should be possibilities for elimination of extension workers who do not come upto the required standard.

GROUP MEMBERS:

Sen Gupta T., ... LEADER
Sarma, M.K., ... RECORDER
Chaudhary, B.V.,
Mittel, C.S.,
Kamoji, P.K.,
Sreenivasa Mudaliar, A.B.,
P.Supekar
Gajapathi, V.S.
Dr. H.W. Butt ... CONSULTANT

...

WORK GROUP - VIII

FUNDAMENTAL PRINCIPLES OF LEARNING AND TEACHING

To make the VLWs effective workers it is extremely essential to equip them with the necessary knowledge of various subject matters and also with the skill to convey that knowledge to the villagers. This can hardly be done unless both the Instructors and the VLW trainees are fully conversant with the fundamental principles of learning and teaching. Before this subject can be discussed further, a consideration of basic terms such as principles, learning, education, teaching and motivation is very necessary. These terms may be defined as follows:

Principles

Principles are the established guiding factors based on accumulated experiences of the learned people.

Principles are the general and fundamental truths which may be used in deciding conduct.

The term principle is often employed for any kind of general truth or guiding norm a standard, model or pattern.

Learning

Learning is the process of modifying one's own behaviour through experiences.

Learning is the process of modifying the response of the organism in meeting a situation.

Learning is a process of progressive change in behaviour which is associated on one hand with the successive presentation of a situation and on the other with repeated efforts of the individual to react to it effectively.

Learning is the process by which an individual through his own activity becomes changed in behaviour.

Education

It is the production of desired changes in human behaviour.

All round drawing of the best in child and man - body, mind and spirit.

Teaching

Teaching is creating situation that stimulates and guides learning activity which brings about desired changes in the behaviour of the learner.

Motivation

It is a general term described as a need-satisfying and goal-seeking behaviour of the person.

I. Principles of learning

(1) Learning is growth-like and continuous: While imparting training to the VLW trainees or the villagers, their level of knowledge and their capacity to learn must be kept in view. By way of an example, while teaching ideal method of compost making, the new knowledge must be related to the old one and all of a sudden, discussion on decomposition and utilisation of plant food etc., should not be started. It should be taken up only when they have already learned the basic things in compost making.

(2) Learning is purposeful: The learner (VLW and villager) learns the ideal methods of making compost with a purpose to utilize the same to obtain higher yield. For learning, statement of clear objective and purpose is very necessary and this should always be kept in focus.

(3) Learning is an active process on the part of the learner: Once the objective and the purpose of making compost becomes clear to the learners (the VLWs and/or villagers) they change their old attitudes and become aware of the new facts and in appreciation of the same they develop the new skill to make ideal compost pits.

(4) Learning involves appropriate activities that engage maximum number of senses: If the learners (VLWs and/or villagers) are given opportunity to see and hear about the ideal compost pit either in the actual field or through the audio-visual aids their learning capacity increases and thus learn quickly and easily if they are involved in actual digging and filling up of the compost pits.

(5) Learning is challenging and satisfying: Now making of compost pits stands as a challenge before the learner (VLWs and/or villagers). They try to make ideal compost pits. At this stage, if a littl appreciation to their new efforts is given, they become encouraged and try to make more compost pits.

(6) Learning results in functional understanding: The theoretical knowledge of making a compost pit is not the end. The learners (VLWs and/or villagers) put that knowledge into practice and they actually dig the compost pits themselves and thus they learn digging up of ideal compost pits.

(7) Several exposures are required before change is noticed: Now it is clear that in order to bring about the required changes in the minds of the learners (VLWs and/or villagers) as to make ideal compost pits they have been influenced by several exposures namely by theoretical discussion, use of audio-visual aids and actual practice of digging pits.

II. Factors affecting learning

(1) Aspirations: The learner, VLW or villager, must be guided to keep in their mind higher aspirations. For example, the aspiration of getting more yield through Japanese method of paddy cultivation. Thus they will be stimulated to follow the method and ultimately achieve the goal.

(2) Knowledge of success: Individual learners VLW or the villager, have varying degree of knowledge of success. Some expect more yield and some expect comparatively less yield from the row planting, manuring etc. thus their achievements will also vary.

(3) Praise and punishment: Success and failure in any any attempt on the part of the learner either VLW or villager becomes a self praise and self punishment respectively. Thereby it affects their learning.

(4) Age: Mental and physical disabilities due to old age retard the capacity for learning, but in most cases the experience makes good this shortcoming. People in age group between 55 - 60 years generally develop a non-cooperative attitude towards a constructive programme.

(5) Capacity: A learner who is within the age limit of 6 to 20 years, grasps the new ideas either in the class room or in the field very quickly. The grasping power remains almost equal from the age limit of 20 to 50 years after which it gradually decreases. This is the reason why it is easier to organise village youth clubs etc. than to organise any such clubs for older persons who usually hesitate to take active part in such activities.

(6) Environments: Environments affect learning a good deal. For good learning good environmental situation must be created.

III. How people learn

(1) By association: The villagers or the VLW both in the practical fields and class-room situation grasp associated knowledges very quickly; for example, while learning or doing compost making, the associated knowledge about rural sanitation are simultaneously acquired.

(2) By trial and error: For example, the failure to achieve higher yield by use of fertilizers under a particular situation will stimulate the learner, the VLW or the villagers for more trial and thus sooner or later success will be achieved.

(3) Retention: Many subjects are taught to villagers in an extension block, but the villagers retain a few which are important to them. Similarly the VLW trainee in training centres can retain a part of the subject matters which are taught to them.

(4) Recall: The learners hear, see and do many things at one time, but afterwards they forget a part of it. By recalling the old experiences the learner learns.

(5) Recognition: It is a human instinct. The learner when given a chance to recognise the old experience he learns the old and also some new ones.

(6) Forgetting: It is, because the learner, a VLW or villagers forget a particular instruction, they try to re-learn it either by approaching the subject matter specialist or reading books and papers etc.,

(7) Transfer: A farmer knows ploughing field by a deshi plough he can do ploughing by soil turning plough without much effort. Because he had already learnt one thing he can transfer that knowledge and skill for doing new job which is similar.

IV. Principles of teaching

(1) An intentional process: A teacher must be a willing and enthusiastic one to make a good job of teaching. Similarly a VLW too should be a willing worker and only then he may be skillful and may bring about a desired change in the knowledge, skill and attitude of the villagers.

(2) An effective communication: A good teacher, either a village level worker in the village or an Instructor in the class room must have ability to know in detail about the learner's knowledge. skill and attitude. This will help a teacher to communicate his ideas effectively.

(3) The content and method: The VLW who is the main person to approach the villagers to bring about the desired changes must know well what he is going to tell and how he will tell the villagers. In other words he must have a thorough knowledge of the subject matter and must know how to present the same before the villagers whether by personal contact, group discussion, by audio visual aids.

(4) The use of major senses: The VLW renders necessary assistant to the villagers so that they learn by seeing, hearing and doing a thing. Thus before asking them to adopt Japanese method of paddy cultivation, he must not only tell them but show them and do work with them in the field and explain with the help of audio visual aids.

(5) Learning situation: The Instructor, in a class-room situation must see that a particular subject matter, physical facilities, teaching equipment and the learners are present and the instructor is able to establish a harmoneous relationship with these factors.

(6) Learning experiences: A good teacher must know well about his subject matter and also how he is going to present this to the class. He should also know whom and at what time and what place he is going to teach.

The difference between the class-room teaching and the extension teaching

Extension teaching	Class-room teaching
1. The learners have vast variations.	1. There exists comparatively less variation.
2. Plan of the extension teaching have to be very flexible.	2. The plan of class-room teaching is not flexible.
3. Extension teaching have to be done in actual life situation.	3. The scope is limited.
4. The extension teaching grows directly out of need and interest of the people.	4. Confined to syllabus and daily timetable.
5. Participation is voluntary.	5. Participation is obligatary.

6. Subject matter depends upon the needs and interest of the people.	6. Subject matter is fixed as per syllabus.
7. First the educator is to wipe ff the preconceived notions of the people or the learner and convince about the new ideas.	7. There is desired motive to learn by the learner.

The knowledge of fundamental principles of learning and teaching and of differences in class-room teaching and extension teaching to all those engaged in the extension training programme or the extension work in the field is very essential. Every Extension worker must be fully conversant with these facts before he steps forward for executing the programme in the field.

GROUP MEMBERS:

Prem Chand Roy	...	LEADER
Kashinath Patra	...	RECORDER
Narasimha Reddy		
Waris R. Kidwai		
Lakshmi Chandra		
Verma, S.N.,		
Pishoredy, T.N.P.,		
Panchugopal Khan		
Miss Iyer, J.R.,		
Singh, J.B.,	...	CONSULTANT

. . .

WORK GROUP NO II

MAKING THE PRACTICALS EDUCATIONAL BOTH ON AND OFF THE CAMPUS.

Introduction

The Community Development Programme, launched in our country in 1952, aims towards raising the standard of living of the people in the villages by helping them to help themselves. Under this programme the V.L.W. is the ultimate functionary charged with the enormous responsibility of educating the people. This education for obvious reasons would be somewhat different from ordinary class room lectures. The V.L.W. is supposed to initiate changes in the outlook and behaviour of the rural people and that can only be done by doing and demonstrating things under rural conditions. Thus he has to learn both theoretical knowledge and the practice of a particular subject before he can confidently venture upon the highly responsible task he is expected to perform. It is thus incumbent on the part of the training centres, from where the V.L.Ws. receive the training, to equip them sufficiently with knowledge - both 'know how' and 'do how' so that they can discharge their duties efficiently. Unless every theoretical knowledge is adequately supplemented by practicals it will be impossible for the V.L.Ws. to acquire the necessary skill in the job to train the people in their turn. That is why it is very important that great emphasis should be given to make the practicals educational. It will make the training more effective and conducive to better learning experiences.

Definition

Practicals can be defined in many ways as the term itself is very broad and covers varieties of ' do how' processes. Practicals are the processes by which a knowledge already acquired is translated into action through doing. It is also the method by which a scientific truth is proved by actual experiment. Through practicals skill for doing a particular job is acquired. Thus in short it can possibly be best defined as ' the learning situation designed to enable the trainee to learn by seeing, hearing and doing.'

Scope and importance

As the success of the self-help programme launched amongst the villagers through the N.E.S. depends upon the performance of the V.L.W., the importance of imparting right type of training cannot be over-emphasized. The V.L.Ws. are expected to do certain specified jobs and it is essential that they should be equipped with specialized knowledge, skill and attitude through right type of training in the training centres.

The scope for practicals lies in the fact that unless a practical bias is given to their training programme, it will not be possible to give them the necessary knowledge, skill and attitude to perform the jobs and face the problems which they are expected to. Thus it is desirable to create or design a number of learning situations in which the trainees will be stimulated to think, plan and execute jobs with their own initiative.

Objectives

The overall objective of the Community Development Movement is to raise the standard of living of the people through self-help projects. Since training constitutes an integral part of this programme, its overall objective also remains the same. Generally speaking, through practicals it is intended to equip the V.L.W. with necessary knowledge, skill and attitude so that he can do his job and approach the problems of the villages effectively.

Fundamentally the programme of practicals should be job-related, problem oriented and educational in content. Each practical to be educational should therefore aim at achieving one or more of the following specific objectives.

(1) It should impart scientific knowledge in improved agriculture and other allied subjects related to his job.

(2) It should induce the trainee to do things by planning and organising systematically and effectively.

(3) It should give the scope for application of knowledge to new situations and strengthen the skills acquired by the trainees.

(4) It should infuse in the trainees the habit of group thinking and group action.

(5) It should develop the spirit of cooperation, responsibility and build self-confidence in the trainees.

(6) It should develop active and creative habits together with aesthetic sense by creating beautiful things through skills in arts and crafts.

(7) It should create initiative, originality, ability to think, learn and work by himself.

(8) It should develop love and sympathy for rural people and their ways of life.

(9) It should enable the trainees to plan and carry out simple experiments, sample surveys, to collect data, analyse and interpret the same.

(10) It should make the trainee job-minded in which the love and diginity of labour is fostered.

(11) It should train the habit of democratic way of thinking.

(12) It should provide a sense of satisfaction in performing a job under rural conditions.

Selection of practicals.

The syllabus of training is based on the role which the V.L.W. is expected to play in the villages. The plan of practicals will in turn depend upon the syllabus. With the variation in the role of the V.L.W. the syllabus as well as the practicals will also undergo a corresponding change. Selection of the practicals will be determined by an objective analysis of the different jobs that the V.L.W. has to perform. Thus, only those practicals will be educational which are designed to help to acquire

knowledge, skill and attitude for performing jobs and solving the problems to which he will be exposed.

With the above essentials in view the practicals may be classified as:-

(i) At the campus i.e. class room or laboratory practicals.

(ii) Off the campus i.e. farm practicals.

(iii) Village practicals. The selection of the practicals according to the above classification will depend upon the subject-matter and the objective in view.

The village practicals provide the V.L.W. the scope for using his knowledge and skills in exactly the same realistic situation in which he will be later on placed. Field trips and study tours also serve the purpose of practicals to some extent in so far as the V.L.W. gets acquainted with the problems available under normal village conditions.

In addition, the trainees may be induced to develop leadership, responsibility, initiative, planning and execution by forming a few democratic organisations of their own such as Panchayat, Trainees Co-operative, Mess Committee, Sports Committee, Cultural Committee etc. which provide valuable learning situation and effective educational experiences.

Care should also be taken to see that:-

(1) The practicals do not become a labour assignment in essence.

(2) Are not designed to mark time.

(3) Are not fitted in a temporary stop-gap. arrangement.

(4) Are not taken as imposition in which the educative value of the practicals is wholly lost.

(5) Are not carried beyond a certain extent by way of repetition.

In selecting practicals, therefore, it must be ensured that they are able to create an interest in the trainees, because only such practicals retain their educative value. They should also relate with the social situations obtainable in the villages under which the V.L.W. has to work. When objectives are clear it will not be difficult to create the proper learning situations through the medium of practicals.

Planning and organisations.

In order to make the practicals effective, they should be properly planned in advance and organised accordingly. As has already been stated the practicals should be job-related and problem-oriented. The physical resources, time, place, season and funds are to be taken into account in planning the practicals. In drawing up the plan it is always better to associate the block staff, a few progressive farmers and the trainees themselves in addition to the Principal and the instructors so that different view-points, requirements, facilities etc. can be judged, co-ordinated and adjusted. After such discussions and necessary adjustments of time funds resources and priorities a plan for the entire duration of the course should be formulated which may further be split up on yearly, seasonal, monthly and weekly basis. This will be needed in conducting the practicals more effectively by avoiding wastage in time and materials, avoiding possible duplication and arranging outside supply of the requirements. T plan so prepared should be flexible in order to fit in any alteration or changes later on. A logical sequence of different practicals within the subject matter should be set according to the seasons in particular and the maxim 'theory precedes practicals' in general.

The plan should also be dependent on the total time available for a particular subject, local needs and the background of the trainees themselves. There should also be a proper balance between theory and practical for a particular subject.

Some other considerations to be kept in view in formulating a plan for practicals are:-

(1) Practicals should follow the connected class room lectures as immediately as possible.

(2) There should be a reasonable gap between strenuous practicals and theoretical lectures in the daily routine and vice-sersa.

(3) Practicals should not be conducted immediately after meals.

(4) Library assignment or some such jobs should also not immediately follow practicals.

Conducting the practicals.

In order that the practicals become educational they should be properly planned, organised and conducted. An unplanned practical will lose its educative value and may result in sheer waste of time, energy and money. There are a few steps in conducting a practical which should be followed in logical sequence so that it achieves the desired objectives aimed at.

For an educational practical, the following steps are necessary:-

(1) Collection of relevant information and materials.

(2) Objectives clearly stated.

(3) Arranging necessary equipments and their checking.

(4) Steps involved in the particular demonstration and their explanation.

(5) Demonstration.

(6) Discussion.

(7) Record.

(8) Practice.

(9) Supervision.

(10) Evaluation.

Apart from what has been stated above each instructor should possess the following qualities in order to make the practical more educative:-

(1) He should be well versed and up-to-date in the subject matter.

(2) He should have the requsite skill in imparting the training.

(3) He should have necessary aptitude for village work.

(4) He should have faith and conviction in the plan.

(5) He should be sympathetic, friendly and democratic in behaviour.

Supervision.

It is important that practicals are properly supervised. Supervision will help the trainees in keeping them on the right track while learning through doing. It will also help them in creating and retaining interest in the subject and an atmosphere of discipline will prevail. It will encourage them to do better and accomplish more. But it should be borne in mind that supervision does not mean authoritarian attitude in getting a job done. The supervisor should act as a guide and friend and see that trainees acquire the desired skill and attitude through the medium of practicals in a situation conducive to a better learning experience. Any recognition rendered by way of supervision will encourage the trainees to perform an assignment better.

Evaluation.

According to Smollenburg, " Evaluation may be defined as the process of collecting, analysing and interpreting evidence indicating the extent to which the major objectives of an educational programme are being achieved". Thus every plan should include provision for evaluation in order to assess periodically the progress achieved under the same against the set objectives of the

plan. It also helps in determining whether or not the methods of training need any improvement. The trainees evaluate the teacher by filling in suitably prepared unsigned proforma.

The trainees may be evaluated by:

(1) Short check up tests.

(2) Field trip results.

(3) Periodical check up of records.

(4) Group discussion.

(5) Individual results.

(6) Conducting objective tests.

(7) Follow up studies in the field.

Conclusion.

It is thus clear that practicals in the extension training programme should occupy an important place. The more the practical bias is given to the theoretical knowledge, the more the learning situation becomes realistic. To be more educational the practicals must be job-related. They should be properly planned, organised, and evaluated. All these go to make the practicals more effective, purposeful and useful.

Acknowledgement.

The members of the Group IX of this Seminar wish to acknowledge gratefully the unstinted support and guidance received from their Consultant Shri G.S. Baweja in brining out this report.

GROUP MEMBERS:

Gupta, M. ... LEADER
Upreti, D.C. ... RECORDER
Miss Susheela, S.G.,
Kantha Rao, K.L.,
Gupta, S.N.,
Sen, B.C.,
Varshney, K.M.,
Tiwary, D.N.,
Baweja, G.S., ... CONSULTANT.

.....

WORK GROUP - X

EFFECTIVE TECHNIQUE OF CONDUCTING A CLASS

A. Effective technique of conducting a class is to create a satisfying learning situation. It is essential that adequate preparation on the part of the teacher and learner is necessary before conducting a class. This can be done in the following manner -

I. Preparation by the Instructor

The Instructor should prepare his talk or lesson from the following sources -

(1) Books.

(2) Latest journals, periodicals, newspapers.

(3) Departmental publications including reports by the experts from the respective specialised sections.

(4) Reports from the Research Stations.

(5) Information from foreign sources and their Information Centres, U.S.I.S., B.I.S., U.N.O. etc.

(6) Own professional experience and other professional experts through discussion.

(7) Experiences of Industrial concerns - publications and consultations.

(8) Experiences of key people of the village, Gramsevaks and Gramsevikas.

(9) Refresher Courses, Seminars, Discussion meetings etc.

(10) Catalogues of books and others.

II. Preparation for giving an effective talk.

A. Instructor:

(1) Clear objective stated.
(2) Study of the subject.
(3) Planning the lesson.

(a) Method to be adopted.
(b) Introduction to get the interest and attention.

(c) Divide the lesson into convenient units.

(d) How to get trainees' participation, say, by putting questions and inviting answers, by having the trainees do the demonstration etc.

(e) Summarize.

(f) Consider the time factor, consider the level of various trainees.

(g) Correlate with previous knowledge and other subjects.

(4) Marking of key points.

(5) Making, collecting and checking of teaching aids.

(6) Practice and rehearsal.

(7) Use of simple language.

B. <u>The trainee</u>.

1) Assignment of job related problems on the basis of past experience.

2) Trainees be required to bring the materials and equipment.

3) Select a few trainees and train them first and let them contribute to the practical class teaching.

4) Library assignment.

III. The Instructor prepares himself -

He must:

1. Be well groomed, clean, tidy, appropriate to the occasion.
2. Have his hunger and thirst satisfied - throat, cleared(coughing, hauking, finger biting and thumping the table are not part of a lesson).
3. Be calm, composed - leave behind personal and family worries.
4. Avoid all sorts of mannerism - as is the teacher so is the pupil.
5. Avoid gossip.
6. Enter class erect, dignified, Head high and smiling.
7. Develop the sixth sense - common sense.

IV. Presentation

1. Look at every one - Put the class at ease. Speak clearly, slowly and firmly so that all can hear.
2. Do not sit - begin the lesson promptly.
3. Take out the lesson plan and ask "where did we stop last".
4. Review the previous lesson by key points or ask for them.
5. High light the new lesson - by thought provoking introduction.
6. Arouse interest - by involving more than one sense.
7. Proceed as per lesson plan.
8. Answer all questions or doubts politely.

V. High lighting the key points

1) By planning the use of visual aid.
2) By marking the key points.
3) By planning for repetition.
4) By planning to summarize.
5) By planning the questions to be asked on the key points.
6) By relating the key points with the past experience of the trainees.
7) By planning to give home exercises on key points.
8) By planning to cite quotations.

B. Use of visual aids -

Visual aids are potent weapons in the hands of instructors which may be continuously used.

I. The following factors should be considered while selecting the most suitable visual aid for use in presenting a lesson.

1) Availability - Live objects, specimen, models, charts etc.
2) Cost: Where money is a problem, use your skill in preparing.
   (a) Flannellograph.
   (b) Flip charts.
   (c) Diagram on the black board.
3) Place: In a class room use black board, Flannellograph, Slide,Film strips etc.

   Outside - charts, flash cards, live objects, film etc. may be shown.
4) Size of the class: for large groups use films, slides etc.
5) Level of understanding of trainee:
6) Nature of Lesson:
7) Skill of the Instructor

8) Easy to carry.

9) The needs of the learner.

II. The use of visual aids can be ensured at proper time by:

(a) Planning in advance which type to use when.

(b) Collecting, checking and testing the aids well in advance.

(c) Arranging them orderly and in proper sequence.

(d) Having its use shown in the lesson plan.

(e) Using it in the rehearsal.

C. Questions and answers in Class room Instuctions:

Question and answers are considered necessary to recollect previous lessons relating to jobs.

I. The value of using the technique of questions and answers.

1) Instructor will know if the objective has been reached.

2) To test the level of understanding of the learner.

3) To bring about repetition of the previous lesson.

4) To test learners whether they are following the subject.

5) To keep the learners attention.

6) To clear their doubts.

7) To high light the key points.

8) To promote the process of thinking.

9) To create competition among the trainees.

10) To evaluate the trainees and the Instructor himself.

11) To develop the shy and slow learner.

12) To provide the trainees with problems they may face in similar situations in villages.

13) To promote confidence in trainees.

II. <u>Method and technique of making the best use of the time devoted to Questions and Answers</u>.

1) The questions should be of type as 'filling up the blanks'.

2) Quizz type;

(a) True - false
(b) Multiple choice
(c) Cross-out type.

3) Short answers type.

4) Problem solving type.

5) Emphasize why, how, withwhat result.

6) Performance test.

7) Questions should be in simple language.

8) It should be explicit.

9) It should be put as mildly as possible.

10) It should be put in such a way that more trainees are involved.

III. To aid in selecting the most appropriate questions consider the following points -

(1) The question should be based on subject matter.

(2) Making the key points into small questions of simple language and be put in a direct way.

(3) Making the questions to know the learners' ability to apply knowledge to practical situation.

(4) Ask the questions in such a way so that no confusion as to the correct answers.

(5) Questions should follow one after another in logical sequence.

D. Physical arrangements of the class room

Physical facilities play an important role in making learning effective in the class room. Satisfying learning and teaching is best created when mind and bodies are at ease. To achieve proper physical facilites the following points may be taken into consideration -

(1) A quite location - free from any distraction.

(2) Comfortable and attractive room -

(a) Provide good ventilation.
(b) Temperature should be optimum as far as possible.

(c) Room should be well lighted.

(d) Provide sufficient space per trainee (Recommended space is 15 sq. feet per head).

(3) Healthy surroundings - No filth, bad odur, etc.

(4) Cleanliness - Inside wall should be white washed.

(5) Roofing - In keeping with the climatic condition.

(6) Fans in summer(plains) and heating arrangements in winter(hills).

(7) Seating arrangements, so that correct communication between teacher and trainee may take place.

(8) Comfortable and well constructed heavy chairs, with rubber tips, for every trainee.

(9) Standard writing desk or table or chairs with writing arms.

(10) No echo.

(11) Black board behind the instructor so that every trainee can see whole of the board.

(12) Lavatories and drinking water available near the class room.

(13) Face of the trainees away from the outside light.

(14) Raised platform for the teacher.

(15) Chalks and duster always available at the black board.

GROUP MEMBERS:

Mazumdar, D.N., . . . LEADER
Gupta, D.C., . . . RECORDER
Miss Chawla, R.P.,
Ramaswamy, R.,
Mitra, A.B.,
Sabbarwal, L.P.,
Datey, J.B.,
Arul Rose, C.,
Miss Ellen L. Moline . . CONSULTANT

. . .

SEMINAR STAFF.

Over-all Supervision

Dr. J.C.Ramchandani	-	Directorate of Extension, New Delhi.
Shri K.G. Bhandari	-	Directorate of Extension, New Delhi.
Dr. H.W. Butt	-	Directorate of Extension, New Delhi.

Local Administration

Dr. M.P. Singh	-	Directorate of Extension, New Delhi.
Shri B.R.Raisinghani	-	Directorate of Extension, New Delhi.
Shri G.S. Baweja	-	Directorate of Extension, New Delhi.
Shri J.B. Singh	-	Extension Education Institute Nilokheri(Punjab).

Speakers & Consultants.

Miss Ellen L. Moline	-	Consultant(Home Economic) Ford Foundation,New Delhi.
Miss Sybil Bates	-	Consultant, T.C.M.,Hyderabad
Shri K.G. Bhandari	-	Joint Director of Extension Training, Directorate of Extension, New Delhi.
Shri Venugopal	-	Professor of Extension Education, Hyderabad
Shri Shyam Narain Singh	-	Consultant, All India Work Seminar, Hyderabad.

Dr. M.P. Singh	- Directorate of Extension, New Delhi.
Shri G.S. Baweja	- Directorate of Extension, New Delhi.
Shri B.R.Raisinghani	- Directorate of Extension, New Delhi.
Dr. H.W. Butt	- Directorate of Extension, New Delhi.
Shri J.B. Singh	- Extension Education Institute, Nilokheri(Punjab).

. . .

PARTICIPANTS

The following Instructors of Extension Training Centres participated in the Work Seminar for its entire duration.

ANDHRA PRADESH

A. Gopalakrishnamurthy, Kalahasti
A. Venkata Rao, Rajendranagar
Miss A. Swarna, Samalkot
A.B. Srinivasa Mudaliar, Rajendranagar
K.L. Kantha Rao, Anakapalli
M. Somnatha Sarma, Gopanapalam
M.K. Sarma, Samalkot
Narasimha Reddy, Nandyal
V.V. Narasimha Rao, Bapatala

ASSAM

Barada Charan Medhi, Upper Shillong
B.C. Gogoi, Upper Shillong
Prem Chand Roy, Jorhat.

BIHAR

D.N. Tiwari, Pusa
L.P. Verma, Daltonganj
M.R. Bansingh, Hazipur
R.N. Chawdhary, Saharsa
S.N. Verma, Sepaya

BOMBAY

B.U. Chawdhari, Kolhapur
D.A. Bholey, Amravati
J.B. Datey, Amravati
P.P.Vihol, Anand
Ram Meghe, Amravati
Shrimati T.M. Pandit, Junagadh

KERALA

C.V. Thomas, Kottarakara
P. Sashibushan Nair, Ollukkara
P. Vasudeva Panikkar, Taliparamba
T.N. Pishoredy, Ollukkara

MADHYA PRADESH

Shrimati C.K. Mishra, Antri
D.C. Gupta, Obedullaganj
K.C. Mishra, Powerkheda
P.C. Tiwari, Antri
P.G. Supekar, Chandkhuri
R.S. Chitwal, Powerkheda
S.Dandawate, Satrati
V.D. Mishra, Betul

MADRAS

C. Arul Rose, Kallupatti
Harold V. Simon, Aduthurai
Shrimati Kirubavathy Roy, Kallupatti
K.R. Mahalingam, Krishnagiri
M. Krishnaswamy, S.V. Nagaram
N. Subbiah, Kovilpatti
V.S. Gajapathi, Pattukotai

MYSORE

Miss J.R. Iyer, Dharwar
K.H. Srinivasa Murthy, Bagalkot
K.C. Alaxandar, Kudige
M. Rajagopal, Mandya
P.K. Kamoji, Dharwar
R. Ramaswamy, Gangavathi
Miss S.G. Susheela, Mandya

ORISSA

Fakirmohan Palo, Bhubaneshwar
Gangadar Naik, Rangailunda
Kashinath Patra, Balasore
Rashbihari Palo, Rangailunda

PUNJAB

Babu Singh Berwal, Nabha
Laxmi Chandra, Sirsa

RAJASTHAN

P.N. Mazumdar, Kotah
M.S. Mehta, Deoli
M.P. Rajvanshy, Erinpura Road

UTTAR PRADESH

C.S. Mittel, Bakshi-ka-Talab
D.C. Upreti, Hawalbagh
G.P. Srivastava, Jhusi
H.K. Thapliyal, Pauri
K.D. Thapliyal, Rampur
Krishna Mohan Vashney, Chirgaon
L.P. Sabbarwal, Bichpuri
Md. Hafeez Ullah, Dhori Ghat
N.P. Tiwari, Rajghat(Varanasi)
P.C. Verma, Rajghat
Parushuram Singh, Ghazipur
R.C. Belwal, Hawalbagh
R.P. Sexana, Bakshi-ka-Talab
Miss R.P. Chawla, Ghazipur
Ranbir Singh, Pratapgarh
S.K. Jain, Bakshi-ka-Talab
S.N. Gupta, Gorakhpur
V.K. Srivastava, Mainpuri
Waris R. Kidwai, Ruderpur

WEST BENGAL

A.B. Mitra, Krishnagar
B.C. Sen, Cooch Behar
J.R. Pal, Chinsurah
K. Roy, Burdwan
M.Gupta, Kalyani
Panchugopal Khan, Malda
S.N. Chakaravarthy, Chinsurah
T. Sengupta, Fulia II

. . .

NEW DELHI

Miss V. Bhandari	-	Directorate of Extension
Mrs. A.M. Gagner	-	Home Economics Adviser, Northern Region, Ludhiana. (T.C.M.)

. . .